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THE SIERRA EDUCATIONAL NEWS

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Amendment No. 16

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A Greeting for 1922

Chicago, January 1, 1922.

To the Domestic Science Teachers of the Nation:

A Happy and a Prosperous New Year to you.

Home making is the one universal occupation. In the "days of long ago" every girl served an "apprenticeship" under mother. To make bread, pies, cake as well as "mother made" was the girl's greatest ambition. But times have changed. With many, perhaps most families, the home-apprenticeship training for girls is largely a thing of the past. The schools have been forced, more and more, to give this training, so vital to the home.

The day is dawning when courses in Domestic Science will have the same recognition now given to reading, 'riting and 'rithmetic. In fact, in progressive schools that day is now here. Your work is of supreme importance. It means better food, better health, better and happier homes.

We have kept in touch with your trials, your problems, your successes. During 1921 we sent you a monthly message with simple, practical suggestions drawn from our "Book of Experience." Supervisors of Domestic Science, County Home Demonstration Agents, Housewives and Mothers, the nation over, have assured us that these messages have been helpful. During 1922 the messages will be continued through the columns of the "Sierra Educational News." Our hope is they may be a real service in the great work you are doing.

With best wishes for a successful, problem-solving year, we are,

Cordially,

CALUMET BAKING POWDER COMPANY

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Chicago, Illinois

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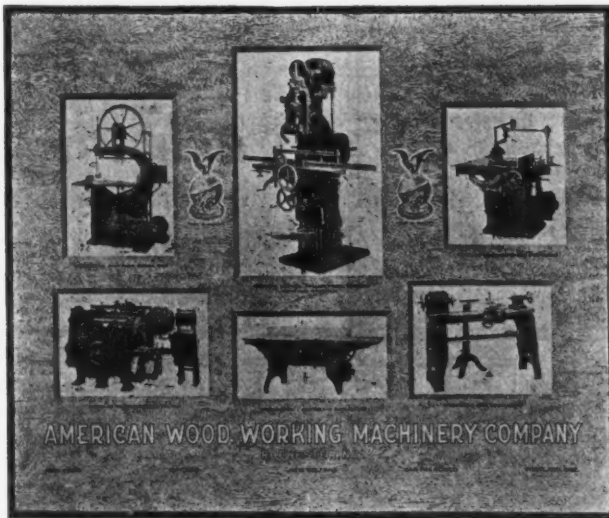
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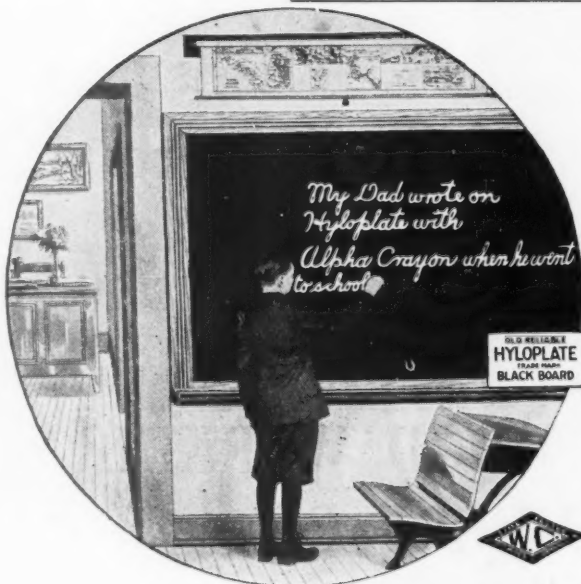
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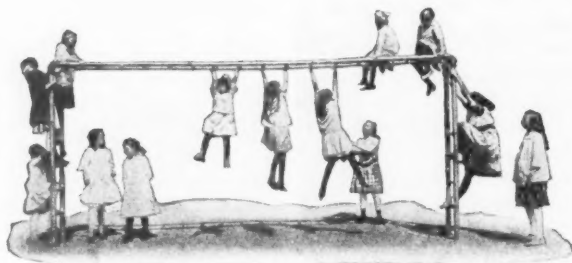
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No. 1

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EDITORIAL



A recent issue of a metropolitan daily presents a striking editorial on the newspaper as the "Greatest Educator and Molder of Thought on Earth." This editorial sets forth that to-

day everybody reads the newspaper. The aggregate circulation of the daily newspaper in the United States is upward of 32,700,000 copies every 24 hours. There are of Sunday editions 20,000,000 copies more every Sunday. Adding to these all periodicals, daily, weekly, monthly, quarterly, and at other stated intervals, there are printed and circulated in this country 15,475,145,102 copies a year, or about 141 copies for every man, woman and child within our borders.

It is easily understood that the newspaper and the magazine are "molders of thought." While we do not stand for too close censorship on the part of the press, we are strongly in favor of a moral and intellectual renaissance on the part of newspapers and magazines generally. There is surely need for a clean, fearless press, not alone on the Coast, but throughout the Nation. Many thinking men and women will tell you that the public demands the light, sentimental, morbid stuff and the glowing headlines of which our press is full. These people are only half right. The public takes what is offered it, whether in the form of news, motion pictures, music or art. A newspaper with backbone and vision and an editorial policy and attractive makeup would be welcomed by the larger number of our men and women.

We recently studied the editions for a certain day of the papers of a large city.

Fully one-fifth the entire space was devoted to the football games (a much larger proportion to crimes and scandals) of the colleges and universities. The only mention of the educational side of school or college work was a statement made by a learned professor who said that blondes were never beautiful, and in refutation of the statement there appeared the pictures of three blonde co-eds at the university in question.

There are newspapers and magazines in the United States that have built themselves up on the basis of building a public opinion, rather than in catering to the morbid and sentimental only. The producer, in whatever line, has an obligation equal to, if not greater than, the consumer. And if this obligation rests upon the newspaper, the film producer, the song writer, it rests as well upon the educational journal.

A. H. C.

IT is popular to attack the system of education in vogue in the United States. For a century or two the Universities have criticised the lower schools. College professors, themselves the product of our elementary school system, have told how inadequate has been the training offered in the early years. During the past three or four decades since the high school has had its greatest development, the weaknesses of the elementary school have been held up to public criticism by these "people's colleges."

Now comes Thomas A. Edison with various lists of questions, few of which have any real significance whatever, to be used as an index of the value of secondary or

college training. In a recent criticism on primary teaching, Mr. Edison declared that failure to teach through a child's senses makes the brain permanently dull. Says Mr. Edison: "A child can not learn through words alone. He must learn through the senses, the eye in particular. I have urged education through the motion pictures. I find the boy or girl between the age of 12 to 17 is most susceptible to educational influence."

Does Mr. Edison really believe he is contributing a new idea in education when he says that "a child can not learn through words alone"? No good elementary school in the land but for nearly a score of years has shown by its everyday practice, belief in this statement. Of course the child must learn "through the senses." What of drawing, and design, and all industrial and vocational work, and home economics and music and physical education and all the rest? It is not that Mr. Edison has not touched upon a fundamental. The strange thing is that Mr. Edison does not know that what he says is an echo merely of what educators have been saying for three decades. His arguments for visual education and the motion picture are sound, but we need some "study material" as a basis for these motion pictures, before they become thoroughly suited to the elementary school. Many motion pictures appeal to the interest; they must as well furnish material for mental and moral development.

One statement made by Mr. Edison shows he has had small opportunity for contact with children of elementary school age. He says "the boy or girl between the age of 12 to 17 is most susceptible to educational influence." Why did he not say the boy or girl between 6 and 12 years of age? "Sense education" has a place through the school life, but especially in the grades of the elementary school.

A. H. C.

EVERY member of the California Teachers' Association is entitled to a year's subscription to the official journal, the Sierra Educational News. These subscriptions, for the most

WHY YOU MAY NOT RECEIVE THE JANUARY NEWS

part, should begin in January. It is because many of our members will not receive this present (January) issue that we ask all who read this statement to pass the word on to those who may complain that the magazine is not coming to them.

Before the presses start running each month, we must determine the number of copies to be printed. Our lists are made up from the lists sent us by the various Section Secretaries. As we go to press, our lists from a number of Sections are still incomplete. The Southern Section has not yet held its meeting. The writing of these memberships and preparing these lists in the office of the local Secretary to transmit to our office is a task of considerable proportions. On their receipt by us, the clerical work and checking involved is very great. These lists must be arranged alphabetically, not alone by Sections, but by counties, towns and post offices. The postal regulations of the larger cities require that they be routed by delivery districts. Every name requires a special plate or stencil.

It should be remembered that in most sections of the Association both the membership in the Association and the subscription to the Sierra Educational News expire in December, 1921. It is therefore necessary to renew membership in order to secure the January, 1922, issue of the magazine.

Our Circulation Department will handle the matter in the best possible way. However, the demand for economy will not permit us to print copies greatly in excess of the actual known membership. Membership lists should reach us as promptly as possible following a meeting. Complaints from

members should be addressed to the Circulation Department, Sierra Educational News, Flood Building, San Francisco. This office will always promptly send copies on request up to the limit of the issue.

A. H. C.

THE Teachers' Registration and Placement Bureau was organized to serve the teachers and the schools. It is to bring together the vacancy and the deserving teacher seeking a position. As an

REGISTRATION AND PLACEMENT BUREAU activity of the California Teachers' Association the purpose should

be to perform this service on as economical a basis to the members as is consistent with sound business policy, high professional standards and satisfactory results. But the Bureau must ultimately "pay its own way." Our two years of trial and experience have revealed many weaknesses in our plans. They have, as well, made clear the advantages of such a Bureau.

The coming year should witness greater results than those already achieved. Superintendents, principals, members of school boards and school trustees will, we trust, make use of the Bureau. When a vacancy exists or is to occur, these employing officers should write us, or pay a personal visit to our office. Teachers seeking locations should join the Bureau. The privileges of the Bureau are open to all members of the California Teachers' Association. Already the good work done through this branch of our organization has had its effect in a half dozen states where State Associations of teachers have organized similarly, or are in correspondence with us as to details and plans.

Unless superintendents, principals and employing officers have confidence in the Bureau, it can not succeed. We hope to

merit such confidence. With the reorganization effected during the past few weeks and the opening of a branch office in Los Angeles to serve the Southern California territory, the work should broaden and improve. If you have criticisms or suggestions, do not withhold them. The Board of Directors of the C. T. A., the Council Committee on Registration Bureau, that has been ably headed by Mr. W. L. Glascock, and the Executive Secretary and his associates are anxious only that the schools and the Association may be best served.

A. H. C.

THE Directory of Educational Organizations of California has been compiled at a tremendous expense of time and energy. In attempting to bring to date the directory of January, 1920, hun-

DIRECTORY OF EDUCATIONAL ORGANIZATIONS

dreds of letters were sent out. In some instances two, three or four persons were written to in turn before the desired information could be secured. Inadequate funds and lack of time made impossible an issue of the directory in 1921. Hundreds of requests, both within and without the state, for such data as are contained in a directory, made well nigh necessary its issuance at this time.

It has been impossible to secure in every instance, all data desired. If there is error or omission in the name or address of any officer, notify us and correction will be made in a subsequent issue. Information of additional organizations or of subsequent changes of officers will be welcome and used in revision. In the case of federated societies, reference to local branches is omitted. Our appreciation is due those who responded to our request for information. To the untiring efforts of our Associate Editor, Dr. Richard G. Boone, is due the splendid form in which this directory appears.

A. H. C.

PROGRESSIVE EDUCATION*

ALEXIS F. LANGE

Director School of Education, University of California

LIKE some other people, I can resist everything except a temptation. And so I am here and know it is good to be here and highly approve of myself for being here. And yet I am sorry, too—as sorry as you may be during the next ten minutes—because I was unable to resist your president's hypnotic suggestion that I rise after luncheon and make some remarks about "Progressive Education." The president is altogether blameless, but one of my age should no longer be so suggestible when a glittering title or text is held up before one's eyes.

All American grown-ups—seventy millions or more—are, whether they know it or not, members of one national American parent-teacher body. Singly and in groups they are parents, foster parents, uncles, aunts, godfathers, godmothers, guardians, and teachers of twenty-five millions or so of American boys and girls. On dwelling on this fact and boarding a train of thought at this point, we see before long that education and Americanization denote just about the same process. We see perhaps also that a progressive education is for us Americans one that step by step improves teamwork for the common good of America and hence of the world, and multiplies the chances that as American boys and girls come to interact and act together as adult Americans they will do better things in better ways than we of today,—in self-government, in trade and industry, in conduct, private, national and international,—for short, in the art of living together so that each may make a truly human life.

Here the twin thought enters that this same grand parent-teacher body is somewhere and somehow on the road to Democracy, and, further, that according to the present-day world's best knowledge and belief individual and social progress consists in advancing on that road, in creed as well as in deed. Hence that 100 per cent standpatter of old, Lot's wife, looking back to the good old days of Sodom and Gomorrah, will never do as patron saint for would-be 100 per cent Americans of tomorrow and the days thereafter. As a symbol of our country, even Uncle Sam—an elderly Yankee gentleman and apparently rather "sot in his ways"—needs to be reincarnated as a forward-striding super-youth meeting his future with a cheer.

And so it becomes clear that an education that does not fit American boys and girls—from babyhood on—for active and self-directed membership in a developing democracy is no more progressive than the activities of a squirrel in a revolving cage, however expert in revolving the squirrel becomes. The late war may or may not have made the world safe for Democracy. For peace, the conclusion holds that if Democracy is to be safe for America and the world, young America must have an education that progressively embodies and is progressively informed and guided by the faith in which the nation is built.

After the recent world fire and earthquake, every thoughtful member of our national parent-teacher body, on the road to Democracy, is asking anxiously: where do we go next? The wisest general answer seems to me to be: let us go in the direction of civic education; not a few groups of us here and there, but all groups, urban and rural, the whole inclusive nation. Let us all go. I am not forgetting that education for American citizenship is an article of our national creed; but by and large, it has hitherto been too nearly like the creed of the man who prays on his knees on Sunday and on his neighbors during the week, without becoming conscious of any difference in his behavior. In saying this I am thinking of all kinds and degrees of teachers as well as of adult citizens in general. A consistent public opinion, for example, enlightened as to civic education, would insist that education be regarded at home and in school not as a private or local device for individual so-called success on a cash basis but as a compelling obligation to the future nation. In consequence the child-citizen would be equipped early with the controlling notion that to get and to give an education is an essential part of teamwork for the common good and not an investment for private revenue only. Would the teacher then be regarded as an alien hired for domestic service, as it were, or as a fellow-citizen appointed by sovereign adult America as envoy to young America on its way to sovereignty? Would the teaching profession then be valued less highly than any other profession? Would the male junior citizen about to choose a calling so often and so promptly reject teaching,

simply because he has been brought up by home and neighborhood to believe that teaching is for those that must teach while they wait, or for the refugees from red-blooded life, or for an economically incapable and barren third sex?

Owing to the sad fact that the German University cuckoo, generally speaking, still occupies the American college nest, our American universities do not as yet care greatly what sort of citizens they are hatching. Fortunately, just as Saul went forth to look for his father's asses but on the way found a kingdom, so a gratifyingly large number of university students discover America by the way and afterwards make the best and the most of the discovery. A more promising sign of the times, however, is the recent edict of our State Board of Education making the aims and the ways and means of civic education pivotal in teacher-training.

At the University of California it will probably be my fate to be made responsible for the carrying out of the Board's intention. Now, I am not so optimistic as to say in our characteristic American way: Jonah came out all right, why shouldn't I; but being backed by like-minded and co-operating colleagues, I do hope, ardently so, that prospective teachers will be provided little by little with improved roadmaps for progressive education for a democracy in the making, and above all, will have this as the permanently hot spot in their consciousness that they are national representatives as truly as congressmen and ambassadors, proud of the fact, worthy of the fact in school and out of school, never forgetting as citizen-teachers their partnership with America, with this superyouth greeting the Future with a cheer.

* An after-dinner talk to the Parent-Teacher Association, Berkeley, November 11, 1921.

THE TEACHING OF CURRENT HISTORY

G. W. FELTON

Manual Arts High School, Los Angeles

AFTER about ten years' experience in the teaching of current history, I have found that a definite assignment on paper given to each student for a certain day each week gives the best results. The best periodical for national and world current history to put into the hands of the student as a weekly textbook I find—in my experience—is the Literary Digest. At the beginning of each term each student gives to the class treasurer \$1.08, which pays for eighteen weeks' subscription to the Digest. No parent or student has ever yet refused to subscribe though legally he cannot be compelled so to do. I find that, when Dad discovers that he can get so much excellent reading not only for his son or daughter but for himself, for six cents a week, he quickly "snaps up" the bargain. I have the Digests sent directly to the student's home by mail from New York. Thus the entire family has the periodical for Sunday reading. This also saves the teacher the burden—and the class the waste of time—of distributing them in the class period. When a student says that his Digest has not come, I suggest that he use the copy in the library or get one at the corner drug store; he surely would not care to fail in his work on account of only ten cents. By this plan practically every student gets his copy weekly.

For important Los Angeles city, county and state news, the students and the instructor bring in newspaper clippings, which are mounted on card board and given to our kind librarian, who places them in a conspicuous place and from whom the student may obtain them and study them at the library reading tables. Our librarian also finely co-operates in this study of current history by placing pictures of prominent personages in the public eye on the library bulletin boards together with pictures clipped from illustrated magazines, etc.

The student is urged to avail himself of the current history found in the "Pathé News" at the moving picture theatres.

If the discussion about some current issue waxes too hot in the class, one or more students may challenge their opponents to a debate, which becomes an "extra," held outside of the regular class period. Indeed, there is a fine opportunity here to co-operate with the instructor in debate.

Another way of adding interest to the study of current history is to secure prominent local, county, state, national, and even foreign speakers to address the classes in current history. California has so many visitors that it is usually not difficult to get them to come to the

school and speak either during a recitation period to the history classes of that period or at the close of school in a small auditorium. Many prominent men of Los Angeles have given freely of their time by coming to our school and helping us better to understand the great problems of the city, county or state.

How do the students like it? In answer to a questionnaire (unsigned) only one student out

of about 150 considered the time spent in the study of current history as "not well-spent."

Mine is the experience of only one humble teacher; I am sure that we all should like to hear from others.

Of course, in a plan like the above the kindly co-operation of the head of the history department and the principal of the school is essential; this the writer has received.

"LEST WE FORGET"

RUTH C. FISH

Central School, Redondo Beach

THE present demand for noble, honest, practical, educated men and women is so great that it makes us of the teaching profession gasp at the responsibility that is ours. Judging from a teacher's viewpoint it seems that now-a-days the greater part of child training is done in the school room, which makes it all the more necessary for us to fervently pray, with the aid of the Higher Power, that the realization of our high hopes, purposes and ambitions may lead to the solving of some of the intricate and complex problems that confront us in dealing with the present day youth.

We read and hear from different sources that our people are deteriorating, and at the same time we know that our country has never known better facilities, more extensive preparation of teachers, and greater opportunities for education than it now has. Where are we amiss?

It is truly a time for expert guidance and not dictation, and calls for almost super-human intelligence and the co-operation of every division of the profession to swing the mental attitude into a safe and sane channel. There is no use to refer to "things as they were," or "back to the normal" because there is no going back, and conditions are so materially changed that we must keep up and, with reliance on the fact that we are somewhat ahead of our pupils, at least in years, we hope to keep far enough ahead in practical intelligence to win out in the swift pace that modern youth has set. There is little time for day dreaming but we must have definite, practical plans and action plus the clinging steadfastly to the stable traditions of our forefathers which laid the foundation of this the greatest nation on earth.

Speaking from my own experience in the Normal School, both as a student and later as an instructor, I deplore the fact that theory and practice are so often at variance. It is one

thing for an instructor to sit in his office and evolve ideals, yes, even write books on his special subject, then step out into the training school aglow with enthusiasm and eject them upon the inexperienced practice teacher and accept that as a final and satisfactory test, or blame the practice teacher for the failure of his theory to function; and quite another thing for the novice who, in most instances, is fairly at the breaking point in laboring with the actual, concrete, indomitable "Young America," to grasp the meaning of the ideal theories of the subject teacher, supervisor, or critic teacher. And it is still another very different situation to carry those ideal theories into the honest-to-goodness school room of from 30 to 50 or 60 pupils with two grades in each room.

It behooves every Normal instructor and teacher to take occasional leave from his arduous pursuit of expounding ideal theories and go into the grade school and actually teach where the youth of today is a different being from that of even ten years ago. In what other way can we fully comprehend or appreciate the real demands? This is not the sentiment of a disgruntled school teacher but the honest confession of one who has had all of the experiences herein mentioned.

For the past year the writer has been engaged in intermediate work and has had charge of a large group of American youth at the turning point, and if I have given these young representatives as much "food for thought" as they have given me I shall consider it one of the most profitable years of my life.

"Scientific knowledge, even in the most modest persons, has mingled with it a something which partakes of insolence. Absolute peremptory facts are bullies, and those who keep company with them are apt to get the bullying habit of mind."
—Holmes.

CONSTITUTIONAL AMENDMENT NO. 16

[The following official communication sent on November 9th last by President Cox of the California Council of Education to the representatives of the Association is significant. It is here printed that every teacher in the state may be fully informed on the actual working out in practice of Constitutional Amendment No. 16.]—(Ed.)

DURING the campaign in the fall of 1920 the California Teachers' Association advocated Amendment Sixteen on the ground that it would equalize educational opportunities in California. It was well known at the time that some compactly settled counties and most cities were paying very much better salaries than were received by teachers in other parts of the state. Consequently the best teachers were constantly drifting to these communities.

It is yet too early to state with accuracy just what has been accomplished by the adoption of Amendment Sixteen. However, we have some pretty clear indications. I submitted to the county superintendents in our recent session at Coronado four questions which were answered by forty-nine of the fifty-eight counties. The questions were as follows:

1. Did the adoption of Amendment 16 relating to county school taxes require and secure an increase in your county elementary school tax rate?
2. If it did not secure an increase, did its operation probably prevent this year, when tax reduction was urged, a considerable further decrease in the county school rate?
3. Can you give an estimate of the average increase of the salaries of elementary school teachers in your county this year over last?
4. Can you state in general what effect Amendment 16 has had upon the high school situation in your county?

I have tabulated the answers. To question one the counties replied as follows: There was an increase in the county tax rate in twenty-two counties. There was a decrease in twelve counties. There was no change in fifteen counties.

To question two, six counties replied that there would probably have been a further decrease in the county rate had Amendment Sixteen not become a law.

Question three gives us some very interesting information. Thirteen counties saw an increase of \$250 or more per year in their teachers' salaries. Thirteen other counties saw an increase of approximately \$200 a year. Fifteen counties saw an increase of approximately \$100.

Eight counties estimate the general increase as none or answer indefinitely.

In reply to the fourth question it is very apparent that the high schools in the rural sections of the state were greatly benefited and that rather generally throughout the state the amendment either reduced the local high school tax rates or prevented their going higher.

To make still clearer how Amendment Sixteen benefited the rural sections of the state, I am appending hereto a list of counties which estimate that the average salaries of teachers will be \$250 or more per year, and approximately \$200 per year.

13—The Counties Estimating an Increase of \$250 Per Year

Butte	Nevada
El Dorado	Placer
Kern	San Diego (rural)
Lake	Shasta
Mendocino	Sierra
Modoc	Tehama
Monterey (rural)	

13—Approximately \$200 Increase

Amador	Mono
Calaveras	San Luis
Glenn	Siskiyou
Humboldt	Sonoma
Inyo	Stanislaus
Lassen	Trinity
Los Angeles (rural)	

Respectfully submitted,

E. MORRIS COX,
President California Teachers'
Association.

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, NOVEMBER 14-18, 1921

THE State Board of Education met in special session in Sacramento, November 14, 1921.

The report of the conference on the subject of retardation called by the Commissioner of Elementary Schools at the Southern Branch of the University of California recently, was referred to Dr. McNaught. The recommendations contained in the report will be taken up at the conference on retardation to be called by Dr. McNaught in the northern part of the state.

Mr. Glenn H. Woods, director of music in the public schools of Oakland, met with the board in response to their invitation, for a conference regarding the methods of promoting the subject of music in the public schools. Mr. Woods suggested that more attention should be given to the subject of music in the teacher training institutions; also, that the importance of music should be brought to the attention of the high school principals and the superintendents and that it be given a prominent place on the insti-

(Continued on Page 29)

DIRECTORY OF EDUCATIONAL ORGANIZATIONS OF CALIFORNIA

STATE DEPARTMENT OF EDUCATION

State Board of Education: E. P. Clarke, Riverside, President.

Mrs. O. Shepard Barnum, 312 Fifth St., Alhambra, Vice-President.

Mrs. Elizabeth B. Phillips, Porterville.

Mrs. Agnes Ray, 272 Twenty-third St., Oakland.

George E. Stone, 137 High St., Santa Cruz.

Stanley B. Wilson, 203 New High St., Los Angeles.

One vacancy.

Superintendent of Public Instruction and Secretary, ex-officio, State Board of Education:

Will C. Wood, Sacramento.

Assistant Secretary: Mrs. Florence B. Argall, Sacramento.

Office of Superintendent of Public Instruction

Superintendent: Will C. Wood.

Assistant Superintendents (Commissioners of Education):

Mrs. Margaret S. McNaught, Albert C. Olney, Edwin R. Snyder.

Deputy Superintendent: Job Wood, Jr.

Assistant Superintendent and Director of Foreign Language Schools: Sam H. Cohn.

Supervisor of Attendance: Georgiana Carden.

Textbook Clerk: W. S. Dyas.

Secretary to Superintendent: Miss Edna Stangland.

Office of State Board of Education

Elementary Department: Mrs. Margaret S. McNaught, Commissioner of Elementary Schools.

Secondary Department: Albert C. Olney, Commissioner of Secondary Schools.

Vocational Department: Edwin R. Snyder, Commissioner of Industrial and Vocational Education.

Miss Maude I. Murchie, Supervisor of Teacher Training Courses in Home Economics.

Jeremiah B. Lillard, Supervisor of Agricultural Instruction.

John C. Beswick, Supervisor of Trade and Industrial Instruction.

Physical Education Department: Dr. Herbert R. Stolz, Supervisor of Physical Education.

Miss Winifred Van Hagen, Supervisor of Physical Education.

Benjamin W. Johnson, Supervisor of Classes for Teachers of Trade and Industrial Subjects.

Miss Marion H. Ketcham, Assistant Secretary, Retirement Board.

Commission of Credentials: Members—Superintendent Will C. Wood, Commissioner Margaret S. McNaught, Commissioner Albert C. Olney, Commissioner Edwin R. Snyder.

Assistant Secretary: Miss Helen Dimmick.

COUNTY SUPERINTENDENTS OF SCHOOLS

County	Name	Address
Alameda	David E. Martin	Oakland
Alpine	Mrs. Eugenia M. Bruns	Sheridan, Nev.
Amador	Mrs. Sabra R. Greenhalgh	Jackson
Butte	Irwin Passmore	Chico
Calaveras	Teresa Rivara	San Andreas
Colusa	Perle Sanderson	Colusa
Contra Costa	Wm. H. Hanlon	Martinez
Del Norte	Edward C. Moore	Crescent City
El Dorado	E. J. Fitzgerald	Placerville
Fresno	Clarence W. Edwards	Fresno
Glenn	S. M. Chaney	Willows
Humboldt	Robert A. Bugbee	Eureka
Imperial	H. C. Cole	El Centro
Inyo	Mrs. M. A. Clarke	Bishop
Kern	L. E. Chenoweth	Bakersfield
Kings	Miss M. L. Richmond	Hanford
Lake	Minerva Ferguson	Lakeport
Lassen	Mrs. Julia A. Norwood	Susanville
Los Angeles	Mark Keppel	Los Angeles
Madera	Craig Cunningham	Madera
Marin	Jas. B. Davidson	San Rafael
Mariposa	John L. Dexter	Mariposa
Mendocino	Roy Good	Ukiah
Merced	Mrs. Belle S. Gribi	Merced
Modoc	Mrs. Nettie B. Harris	Alturas
Mono	Mildred Gregory	Bodie
Monterey	H. Louise Mignon Schultzberg	Salinas
Napa	Lena A. Jackson	Napa
Nevada	Miss Elizabeth M. Richards	Nevada City
Orange	R. P. Mitchell	Santa Ana
Placer	Irene Burns	Auburn
Plumas	Mrs. Kate I. Donnelley	Quincy
Riverside	Ira C. Landis	Riverside
Sacramento	Carolyn M. Webb	Sacramento
San Benito		Hollister
San Bernardino	Mrs. Grace C. Stanley	San Bernardino
San Diego	Miss Ada York	San Diego

San Francisco	Alfred Roncovieri	San Francisco
San Joaquin	Mrs. John Anderson	Stockton
San Luis Obispo	Robert L. Bird	San Luis Obispo
San Mateo	Roy W. Cloud	Redwood City
Santa Barbara	Arthur L. Pope	Santa Barbara
Santa Clara	Miss Agnes Howe	San Jose
Santa Cruz	Miss Cecil M. Davis	Santa Cruz
Shasta	Mrs. Charlotte Cunningham	Redding
Sierra	Belle Alexander	Downieville
Siskiyou	William L. Kleaver	Yreka
Solano	Dan H. White	Fairfield
Sonoma	Ben Ballard	Santa Rosa
Stanislaus	A. G. Elmore	Modesto
Sutter	Lizzie Vagedes	Yuba City
Tehama	Mamie B. Lang	Red Bluff
Trinity	Miss Lucy Young	Weaverville
Tulare	J. E. Buckman	Visalia
Tuolumne	G. P. Morgan	Sonora
Ventura	Mrs. Blanche T. Reynolds	Ventura
Yolo	Harriett S. Lee	Woodland
Yuba	Jennie Malaley	Marysville

CITY SUPERINTENDENTS OF SCHOOLS

City	County	Name of Superintendent
Alameda	Alameda	C. J. DuFour
Alhambra	Los Angeles	Charles Emory Barber
Bakersfield	Kern	Charles E. Teach
Berkeley	Alameda	H. B. Wilson
Chico	Butte	Charles H. Camper
Eureka	Humboldt	Geo. B. Albee
Fresno	Fresno	Wm. John Cooper
Glendale	Los Angeles	Richardson B. White
Grass Valley	Nevada	J. S. Hennessey
Long Beach	Los Angeles	W. L. Stephens
Los Angeles	Los Angeles	Mrs. Susan M. Dorsey
Marysville	Yuba	
Modesto	Stanislaus	W. E. Faught
Oakland	Alameda	Fred M. Hunter
Oroville	Butte	H. P. Short
Palo Alto	Santa Clara	A. C. Barker
Pasadena	Los Angeles	John F. West
Petaluma	Sonoma	Bruce H. Painter
Piedmont	Alameda	Harry Jones
Pomona	Los Angeles	G. V. Whaley
Richmond	Contra Costa	W. T. Helms
Riverside	Riverside	A. N. Wheelock
Sacramento	Sacramento	Chas. C. Hughes
Salinas	Monterey	Arthur Walter
San Bernardino	San Bernardino	Percy R. Davis
San Diego	San Diego	Henry C. Johnson
San Jose	Santa Clara	W. L. Bachrodt
San Luis Obispo	San Luis Obispo	Arthur H. Mabley
San Rafael	Marin	O. R. Hartzell
Santa Ana	Orange	John A. Cranston
Santa Barbara	Santa Barbara	Paul E. Stewart
Santa Cruz	Santa Cruz	John W. Linscott
Santa Monica	Los Angeles	Horace M. Rebok
Santa Rosa	Sonoma	Jerome O. Cross
Stockton	San Joaquin	Ansel S. Williams
Tulare	Tulare	A. W. Ray
Vallejo	Solano	Elmer L. Cave
Ventura	Ventura	Arthur L. Vincent
Visalia	Tulare	De Witt Montgomery

STATE TEACHERS COLLEGES

Chico	Chico	C. M. Osenbaugh, President
Fresno	Fresno	C. L. McLane, President
Humboldt	Arcata	W. B. Van Matre, President
San Diego	San Diego	Edward L. Hardy, President
San Francisco	San Francisco	Frederic Burk, President
San Jose	San Jose	W. W. Kemp, President
Santa Barbara	Santa Barbara	C. E. Phelps, President

UNIVERSITY DEPARTMENTS OF EDUCATION

University of California	Berkeley	Alexis F. Lange, Dean
University of California	Los Angeles	E. C. Moore, Director Southern Branch
Leland Stanford Jr. University	Palo Alto	E. P. Cubberly, Dean
University of Southern California	Los Angeles	W. Franklin Jones, Dean

I CALIFORNIA STATE ORGANIZATIONS

CALIFORNIA TEACHERS' ASSOCIATION
CALIFORNIA COUNCIL OF EDUCATION

E. MORRIS COX, Ass't Supt. of Schools, Oakland	President
ARTHUR H. CHAMBERLAIN	Executive-Secretary

The Association is a Federated Body, governed by corporate law, composed (at present) of six geographical sections or divisions. Each section elects its own officers, works under a

constitution that must be in harmony with the By-Laws of the Federal organization and the laws of the State, and holds its own annual meeting. The Council is a delegate body, one representative for each 300 members or major fraction in the section, elected by the members of each section. The President and Secretary of each section are delegates ex-officio. Terms of Council members differ according to the Section from which they are chosen. Council Meetings, semi-annually, or more frequently; the annual meeting 2nd Saturday in April.

An executive body or Board of Directors of 9 is chosen at the annual meeting of the Council, these to serve for one year, and to choose their own President and Secretary. The President of the Board is President of the Council; the Secretary may or may not be a member of the Council, and is the paid executive officer of the Council and of the Association, and is Editor of the Official Journal, THE SIERRA EDUCATIONAL NEWS. Annual dues \$2.00 per year, including subscription to the magazine.

The State organization works through the meetings of sections, local councils, and Committees of the Federal Council; initiates and carries through legislation; investigates and reports upon educational issues; proposes changes in method or curricula or brings forward for consideration advanced propaganda. Only matters of State-wide import are taken up by the Council, which acts as a clearing house for the local bodies.

The State organization, the first of its kind to be organized in any state, is largely responsible for a Teachers' Retirement Law, for better tenure, increased salaries for teachers, more adequate financing of schools, higher professional standards, etc. A Teachers' Registration Bureau has been established in connection with the association. This is the first State Association to organize a Registration Bureau for the benefit of its members.

THE SIERRA EDUCATIONAL NEWS serves as the channel of communication, and to cement together all parts of the State.

CALIFORNIA TEACHERS' ASSOCIATION SECTIONS

Bay Section:

Miss Elizabeth Arlett, 24 Linda Ave., Oakland President
Frank H. Boren, University High School, Oakland Secretary

Central Section:

Clarence W. Edwards, Co. Supt. of Schools, Fresno President
James A. McGuffin, 705 Yale Ave., Fresno Secretary

Central Coast Section:

Miss Cecil Davis, County Supt. of Schools, Santa Cruz President
Thomas S. McQuiddy, Watsonville Secretary

North Coast Section:

Roy Good, Ukiah President
F. L. Caughey, Hopland Secretary

Northern Section:

L. P. Farris, High School, Marysville President
Mrs. Minnie R. O'Neil, Forum Bldg., Sacramento Secretary

Southern Section:

Merton E. Hill, Chaffey Union High School, Ontario President
F. L. Thurston, High School, Pasadena Secretary

Association of English Teachers.

BERTHA HALL, Los Angeles High School, President.
ELIZABETH BAILEY, Long Beach High School, Secretary.

County Free Library.

MILTON J. FERGUSON, State Library, Sacramento, President.
MRS. MAY DEXTER HENSHALL, State Library, Library Organizer.

Elementary Agriculture Teachers' Association.

F. H. SHACKELFORD, Supervisor, Pasadena, President.
LEE ROY SMITH, Secretary.

Federation of School Women's Clubs

FLORENCE STAHL, San Jose, President.
JESSIE WILLIAMSON, 48 S. 6th St., San Jose, Secretary.

Federation of Teachers' Unions.

S. G. McLEAN, 4163 Piedmont Ave., Oakland, President.

High School Teachers' Association.

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ARTHUR H. CHAMBERLAIN, Flood Building, San Francisco, Secretary.

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Members:

MISS RUTH DICKEY, 510 N. Mentor Ave., Pasadena.
MISS FLORENCE LA CONKE, Oakland.
MISS ETTA F. FLAGG, Los Angeles.
MISS MAUDE MURCHIE, Sacramento.
DR. AGNES FAY MORGAN, University of California, Berkeley.
MISS BERTHA PRENTISS, High School, Berkeley.

Library Association.

MISS ALTHEA H. WARREN, Public Library, San Diego, President.
MISS ELEANOR HITT, County Library, San Diego, Secretary.

Music Teachers' Association.

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MISS MARY E. IRELAND, 2414 T St., Sacramento, Secretary.

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Speech Arts Association.

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State Association of English Teachers.

MISS EFFIE B. McFADDEN, Teachers' College, San Francisco, President.
BENJAMIN WEED, Mission High School, San Francisco, Secretary.
(Membership includes teachers of English in college, high schools and grades.)

Superintendents' (City and County) Convention.

HON. WILL C. WOOD, Superintendent of Public Instruction, Chairman.
(Deliberates upon local and state school issues, especially finance and legislation.)

Thrift Education.

HON. WILL C. WOOD, Director.
County Directors: the several County Superintendents.

Visual Education Association.

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II. SECTION ORGANIZATIONS**BAY REGION, C. T. A.****Association of English Teachers.**

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Association Francaise.

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Association of Grade Teachers.

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MISS GAIL MOODY, 2400 Durant Ave., Berkeley, Secretary.

Classical Association (Branch National-American Classical League).

JEFFERSON ELMORE, Stanford University, President.
MISS CLARA EDITH BAILEY, Technical High School, Oakland, Secretary.

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MISS VIOLET ANDERSON, 686 36th St., Oakland, Secretary.

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Maintains four sections:

Elementary teachers, MISS ALICE KILGOW, Oakland, Chairman.
Secondary teachers, PAUL SWARM, Alameda, Chairman.
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Supervision, ELLEN BARTLETT, San Francisco, Chairman.
Vocational Education, ———— Chairman.

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JOHN MORRILL, 6433 Harmon Court, Oakland, Secretary.

Kindergarten Association.

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MISS ELLA ELLERHORST, 2439 Ashby Ave., Berkeley, Secretary.

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MISS ELIZABETH R. STONER, Mills College, Oakland, President.
MISS MAUDE WILDES, City Hall, Oakland, Secretary.
(Comprises Oakland, San Francisco, Alameda, San Jose, Palo Alto and vicinities.)

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MISS MARY IVES, Fremont High School, Oakland, Secretary.

Schoolmasters' Club.

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Teachers of Spanish (Chapter American Association).

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Physical Training Association

JACK BYFIELD, 237 Blackstone St., Fresno, President.

Schoolmasters' Club.

CREE T. WORK, Reedley, President.

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E. E. BROWNELL, 364 S. Church St., Gilroy, President.
A. B. INGHAM, High School, Pacific Grove, Secretary.

NORTH COAST SECTION, C. T. A.**Industrial Arts Association.**

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NORTHERN SECTION, C. T. A.**Athletic Directors' Association.**

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MISS MARION BARBOUR, Teachers' College, Chico, Secretary.

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MISS EMMA VON HATTEN, 3000 J St., Sacramento, Secretary.

Schoolmasters' Club.

DAN WHITE, Fairfield, President.
A. H. Burd, Secretary.

University Women.

MRS. H. E. NICHOLS, President.
MISS ALICE ANDERSON, Teachers' College,
Chico, Secretary.

SOUTHERN SECTION, C. T. A.**Agricultural Association.**

F. E. OLDER, Branch University, Los Angeles, President.
C. J. BOOTH, Chaffey Union High School,
Ontario, Secretary.

Associated Teachers, Chaffey District.

J. E. WHISTLER, Chino, President.
A. L. BLANCHARDS, 403 East E St., Ontario,
Secretary.

Association of English Teachers.

EVALINE DOWLING, High School, Los Angeles, President.
EDITH SPENCER, La Fayette, Jr., High School, Los Angeles, Secretary.

Association of Spanish Teachers (Chapter of American Association).

C. SCOTT WILLIAMS, High School, Hollywood, President.
MISS R. B. CHAMBERS, High School, Los Angeles, Secretary.

Classical Association.

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MISS ANNE EDWARDS, 4692 Melrose Ave., Los Angeles, Secretary.
DR. WALTER A. EDWARDS, 408 S. Orange Ave., Pasadena, Associate Editor, "Classical Journal."
R. D. STEVENS, Franklin High School, Los Angeles, Chairman Education Committee.

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Kindergarten-Primary Ass'n. (Southern Branch University).

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GENE L. STOKOL, 907 W. 48th St., Secretary.

Kindergarten Primary Club.

MRS. FLORENCE ROBINSON, 66 Atlantic Ave. (Box C), Long Beach, President.
MISS MARY HARRIS, Public Schools, Long Beach, Secretary.

Manual Arts Teachers' Association.

A. K. OLIVER, Box 86, Glendale, President.
R. W. HAYWARD, 1381 Lareta St., Los Angeles, Secretary.

Mathematics Department of the Southern Science and Mathematics Assn.

— GOLDTHWAITE, Lincoln High School, Los Angeles, Chairman.
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MISS N. B. AIKEN, La Fayette, Jr., High School, Los Angeles, Secretary.
(Publishes the "Modern Language Bulletin." Editor: B. C. BANNER, 451 N. Hill St., Los Angeles.)

Modern Language Teachers' Association (French Section).

SIGURD RUSSELL, High School, Los Angeles, Chairman.

Modern Language Teachers' Association (Spanish Section).

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MISS NANETTE B. AIKEN, 14th St. Intermediate School, Los Angeles, Secretary.

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ALICE E. CRAIG, 615 S. Virgil St., Los Angeles, President.
ANNICE CAMPBELL, 1328 Linwood Ave., Los Angeles, Secretary.

Rhythmical Penmanship Association.

MAY E. SNOW, 151 Sumner Ave., Eagle Rock, President.
LOUISA M. SPENCER, Supervisor, Los Angeles, Secretary.

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MISS MARGARET GUTHRIE, High School, Orange, Secretary.

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F. S. HAYDEN, High School, Azusa, Secretary.

School Supervisors' Association.

OTTO J. HARVEY, Compton, President.
L. D. SMITH, Redondo, Secretary.

Science and Mathematics Association.

N. D. KNUPP, High School, Santa Monica, President.
B. W. HOWARD, High School, Pasadena, Secretary.
(Includes Mathematics, Biology, Earth-science and Physics-chemistry sections.)

Social Science Association.

MISS MINNIE WHARTON, High School, Pomona, President.
MISS HETTIE A. WITHEY, Chaffey High School, Ontario, Secretary.
(Comprises 80 teachers of history and social science in secondary schools of the section.)

III. COUNTY ORGANIZATIONS**Alameda County Association of Americanization Teachers.**

MRS. PAUL EVANS, 1415 Paru St., Alameda, President.
MISS ETHEL SWAIN, 2316 Hilgard Ave., Berkeley, Secretary.

Alameda County Educational Association

C. A. HARWELL, Y. M. C. A., Berkeley, President.
MISS NORINE CONNELLY, 476 Wickson Ave., Oakland, Secretary.

Alameda County Music Teachers' Association.

MME. SOPHIA NEWLAND NEUSTADT, 52 Hamilton Place, Oakland, President.
MISS GLADYS MacDONALD, 665 39th St., Oakland, Secretary.

Del Norte County Teachers' Association.

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JOSEPH M. HAMILTON, Crescent City, Secretary.

Fresno County High School Principals' Association.

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S. L. STONER, Reedley, Secretary.

Fresno County Teachers' Union No. 174.

ETHEL THOMS, Fowler, Secretary.

Humboldt County Teachers' Association.
 ———, President.
 ———, Secretary.

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 A. P. SHIBLEY, El Centro, President.

Kern County School Masters' Club.
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Los Angeles County Elementary Principals' Association.
 O. J. HARVEY, Compton, President.
 LYMAN D. SMITH, Redondo Beach, Secretary.

Mendocino County Teachers' Association.
 H. O. COALE, Mendocino City, President.
 W. A. CHESSELL, Ukiah, Secretary.

Modoc County Teachers' Association.
 C. SCHOER, JR., Alturas, President.
 MRS. NETTIE B. HARRIS, Alturas, Secretary.

Monterey County Teachers' Club.
 ARTHUR WALTER, Salinas, President.
 MISS LILLIAN LANG, Salinas, Secretary.

Orange County Grammar School Principals' Association.
 LYDIA E. KILLEFER, 2349 N. Glassell, Orange, President.
 W. C. MAXWELL, Box 514, Anaheim, Secretary.

Orange County Schoolmasters' Club.
 J. A. CLAYES, High School, Anaheim, President.

Sacramento County Teachers' Association.
 MISS MARY CRAVENS, Sacramento, President.
 MISS IDA FLYNN, Sacramento, Secretary.

San Bernardino County Teachers' Association.
 S. A. SKINNER, Redlands, President.
 W. A. HALL, Ontario, Secretary.

San Diego County Industrial Arts Association.
 R. C. SCUDDER, Teachers' College, San Diego, President.
 C. S. WARNE, 320 1st St., National City, Secretary.
 MRS. MARY W. BARNES, National City, President.
 MISS BERTHA FOSDICK, High School, Coronado, Secretary.

San Joaquin County Teachers' Association.
 MRS. GRACE G. PEARCE, Escalon, President.
 MRS. M. E. ROGERS, Lathrop, Secretary.

San Mateo County Teachers' Association.
 EVELYN SPELLMAN, 2248 Market St., San Francisco, President.
 B. E. MYERS, Redwood City, Secretary.

Santa Clara County Industrial Arts Association.
 W. B. SPAULDING, San Jose, President.
 C. M. STREETER, High School, Los Gatos, Secretary.

Santa Clara County Teachers' Union No. 153.
 MELVIN SHIPPY, Ramona St., Palo Alto, President.

Shasta County Teachers' Association.
 J. O. OSBORN, Redding, President.
 F. A. FORDERHASE, Redding, Secretary.

Solano County Teachers' Union No. 168.
 J. J. FINNEY, Suisun, President.

Tulare County Educational Association.
 S. J. BRAINARD, 358 So. H St., Tulare, President.

Tulare County High School Principals' Club.
 S. J. BRAINARD, 358 So. H St., Tulare, President.

Yolo County Teachers' Club.
 R. J. WERNER, Esparto, President.
 MISS NELLIE PROCTOR, Woodland, Secretary.

IV. MUNICIPAL ORGANIZATIONS

Alameda Grade Teachers' Association.
 MISS MABEL E. GALLEGOS, 2005 Eagle Ave., President.
 ELEANOR BEVAN, 750 Central Ave., Secretary.

Alameda School Women's Club.
 MRS. FLORENCE FAINE, 2123 Santa Clara Ave., President.

ELIZABETH MONSING, Union St., Secretary.

Alhambra City Teachers' Club.
 MRS. E. B. BLUMENTHAL, 19 N. 3rd St., President.

ELLA C. HOYLE, 1821 Vine St., Secretary.

Bakersfield Teachers' Club.
 HELEN CONRAN, 2416 Parkway, President.
 MABEL SETH, 2115 D St., Secretary.

Berkeley College Women's Club.
 MRS. EUGENIA C. L. COLBY, President.
 MISS ESTELLE ROBINSON KIMBALL, 2744 Ashby Ave., Secretary.

(Incorporated, and affiliated with the Federation of Women's Clubs.)

Berkeley Council of Primary Teachers.
 MISS CAROLYN WATTS, Washington School, President.

MISS VIOLET CREMERS, Le Conte School, Secretary.

Berkeley Grade Teachers' Association.
 MISS GAIL MOODY, John Muir School, President.

HARRIET ROSE PARKER, 1614 Walnut St., Secretary.

Berkeley Junior High School Teachers' Association.
 MISS MARY MURPHY, 2635 Hillegass St., President.

MISS IRMA RILEY, 2437 Warring St., Secretary.

Berkeley Kindergarten Teachers' Association.
 MRS. ERNESTINE G. GARDNER, 1608 Arch St., President.

MISS HELEN W. BICKNELL, 2960 Hillegass St., Secretary.

Berkeley Principals' Club.
 W. B. CLARK, Willard School, President.
 JEANNETTE BARROWS, Hillside School, Secretary.

Berkeley School Women's Club.
 MRS. BEATRICE WILLMANS, 1090 Page St., President.

Berkeley Teachers' Association.
 MISS MAY C. WADE, Emerson School, President.

FRANK C. SHALLENBERGER, Burbank School, Secretary.

Berkeley Women's Education Club.
 MISS SADIE STURTEVANT, 1802 Le Roy Ave., President.

MISS IRENE H. LORIMER, 5862 Birch Court, Oakland, Secretary.

Calipatria Teachers' Club.
 C. R. PRINCE, President.

Chico School Women's Club.
 MISS ANNE BARNEY, Teachers' College, President.

MRS. E. K. ROBBINS, High School, Secretary.

Chico Teachers' Club.
 S. P. ROBBINS, President.
 MARY J. MAHONEY, Secretary.

Chino Teachers' Club.

DAVID A. BRIDGE, President.

Coalinga Teachers' Union No. 146.

A. W. HIBBS, President.

Corona Teachers' Association.

CARRIE A. DE HAAN, Secretary.

El Centro Teachers' Club.

S. E. ALLEN, President.

Fresno Elementary Teachers' Union No. 84.

GRACE FULLER, 231 Abby St., President.

Fresno High School Teachers' Union No. 72.

M. D. HAWKINS, High School, President.

Fresno School Women's Club.

MISS MARY R. MCCARDLE, President.

MISS STELLA BAUM, 1603 J. St., Secretary.

Glendale City Teachers' Club.

CARRIE M. NOBLE, 953 North Ave., Los Angeles, President.

IDA M. COREY, 1610 Winona Boulevard, Los Angeles, Secretary.

Holtville Teachers' Club.

B. M. GRUWELL, President.

Huntington Park Teachers' Club.

MRS. ROSE E. MARSH, President.

MARIE BITTLESOM, Secretary.

Imperial Teachers' Club.

C. B. COLLINS, President.

Kerman Local Union No. 136

J. H. FISHER, President.

Kingsburg Joint Local Union No. 140.

LULU B. FISK, President.

Livermore Community Council.

M. G. CALLAGHAN, President.

HERBERT LEE, Secretary.

Long Beach City Teachers' Club.

PAUL F. CHENOT, 333 Rhea St., President.

MELVIN NEAL, 1719 E. Broadway, Secretary.

Long Beach Principals' Club.

HOWARD HICKS, 709 Vernon Ave., President.

MELVIN NEAL, 1719 E. Broadway, Secretary.

Long Beach School Men's Club.

L. G. NATTKEMPER, High School, President.

C. F. SEYMOUR, High School, Secretary.

Los Angeles Adult Education Association.

L. RAYBOLD, 5484 Fountain St., President.

Los Angeles Association of Vocational Education Teachers.

W. S. KIENHOLTZ, 451 No. Hill St., President.

MRS. SARAH MULLEN, 209 S. Harvard St., Secretary.

Los Angeles City Schoolmasters' Club.

C. KERSEY, 1031 Sunset Boulevard, Secretary.

Los Angeles City Teachers' Club.

IDA CHRISTINE IVERSEN, 825 W. 8th St., President.

THERESA WHITE, 5429 7th Ave., Secretary.

Kindergarten Section:

MRS. EUGENIA WEST JONES, Chairman.

Los Angeles Teachers of Spanish (Chapter American Association).

C. SCOTT WILLIAMS, High School, Hollywood, President.

B. C. CHAMBERS, High School, Alhambra, Secretary.

Los Angeles Council of Supervisors.

E. E. NILES, 409 S. Olive St., President.

Los Angeles Evening High School Principals' Association.

J. C. REINHARD, R. F. D. No. 5, Box 660, Secretary.

Los Angeles High School Principals' Association.

B. W. REED, 1191 W. 36th St., President.

Los Angeles High School Teachers' Association.

WILLIS T. NEWTON, Room 423, Chamber of Commerce Bldg., President.

C. W. PRESTON, Room 423, Chamber of Commerce Bldg., Secretary.

Los Angeles Kindergarten-Primary Council.

MADILENE VEVERKA, care Board of Education, President.

Los Angeles Kindergarten Teachers' Association.

MISS E. W. JONES, 318 Benton Way, President.

Los Angeles Manual Training Teachers' Association.

MISS FRIEDA KAYSER, 3825½ S. Grand Ave., President.

JOHN STONE, 1205 W. 54th St., Secretary.

Los Angeles Principals' Club.

MARY C. FLYNN, 454 S. Figueroa St., President.

Los Angeles Schoolmasters' Club.

W. W. TRITT, 30th St. Junior High School, President.

CLEON KERSEY, Boyle Heights Junior High School, Secretary.

Los Angeles Secondary School Principals' Club.

W. H. HOUSH, High School, President.

EMMA G. CONWAY, Lincoln High School, Secretary.

Los Angeles Special Teachers' Association.

C. W. HARRISON, 822 Bonnie Beach Place, President.

Monrovia Teachers' Club.

MRS. FLORENCE DRAPER, President.

EDITH KENT, 226 W. White Oak St., Secretary.

Oakland Evening School Teachers' Association.

V. H. GRIMSLEY, Garfield Evening School, President.

Oakland Council of Primary Education.

MISS CLARA MIERWA, 2251 High St., President.

MISS FRANCES ROUNDS, 221 Linda Ave., Secretary.

Oakland Grade Teachers' Association.

MISS J. E. LOBNER, 2415 Telegraph Ave., President.

Oakland Kindergarten Club.

EVLIN CHASTEEN, 536 32nd St., President.

MISS EDITH ARMES, 1231 5th Ave., Secretary.

Oakland Principals' Club.

E. W. KETTINGER, 1526 Webster St., President.

MISS DORA LAGES, 246 Wayne Ave., Secretary.

Oakland School Men's Club.

C. R. VORHEIS, Piedmont Ave. School, President.

ROBERT A. WHITE, 829 E. 19th St., Secretary.

Oakland School Women's Club.

MISS JOYCE LOEBNER, 2415 Telegraph Ave., President.

MISS MYRTLE POOLE, 5216 Desmond St., Secretary.

HAZEL BACHELOR, 449 37th St., Social Secretary.

Oakland Teachers' Association.

E. R. MULLER, 3909 Lynwood Ave., President.
H. D. BRASFIELD, 460 Hanover St., Secretary.

Pasadena Elementary Teachers' Club.

MARY I. NEWBY, 527 E. Washington Ave., President.
NANNIE D. APPLEWHITE, 390 Galrue Ave., Secretary.

Pasadena Kindergarten Teachers' Club.

MARY JANE HOWARD, President.
NELLIE ABBOTT, Los Cositos St., Secretary.

Pasadena Teachers' Association.

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MARY M. PIKER, Secretary.
MISS STELLA WOOD, 21 Bowen Court, Chairman Committee on Education.

Pomona City Teachers' Club

MRS. LINNIE D. SAVAGE, President.
MISS HELEN OVERHOLSER, Secretary.

Redlands Grade Teachers' Club.

MISS FRIEDA MARTI, 1106 Orange St., President.
MISS FLOY SOPER, Citrus and University Sts., Secretary.

Sacramento Elementary Teachers' Union No. 44.

LOTTIELLEN JOHNSON, Sutter Grammar School, President.
MISS E. M. LUTHER, Secretary.

Sacramento High School Teachers' Union No. 31.

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A. R. TRACY, High School, Secretary.

Sacramento Schoolmasters' Club.

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HERBERT B. STEINBACH, 2721 E St., Secretary.

Sacramento School Women's Club.

MISS MARY E. IRELAND, 2414 T St., President.
MISS GRACE E. MAXWELL, E. Sacramento School, Secretary.

Sacramento Teachers' Mutual Aid Society.

MINNIE ROTH, 1625 O St., President.
IDA M. FLEMING, 1414-O 12 St., Secretary.

San Bernardino City Teachers' Club.

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EMMA KNIGHT, 1712 Walnut St., Secretary.

San Diego City Principals' Club.

E. B. TILTON, President.
MARIE SHAW, Secretary.

San Diego City Teachers' Association.

W. A. HAMMAN, 1111 Ft. Stockton Drive, President.

San Francisco Association of Americanization Teachers.

MISS — CASEY, Yerba Buena School, President.

San Francisco Council of School Women.

MISS GEORGIA HAWKINS, 1915 Oak St., President.
MISS IDA KERVAN, 1464 McAllister St., Secretary.

San Francisco Golden Gate Froebel Association.

Office: 570 Union St. Organized 1893.

San Francisco Golden Gate Kindergarten Association.

VIRGINIA FITCH, 570 Union St., President.
MRS. A. D. KEYES, 570 Union St., Secretary.

San Francisco Grade Teachers' Association. 333 Kearny St.

MRS. E. L. DACRE, 45 Henry St., President.
MISS DOROTHY FARRELL, 42 Henry St., Secretary.

San Francisco Ideal School Women's Club

MISS AUGUSTA JOHNSON, James Lick School, President.

San Francisco Kate Kennedy School Women's Club.

GENEVIEVE CARROLL, Starr King School, President.
LOUISE BRAY, Faragut School, Secretary.

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San Francisco Pixley Memorial Kindergarten Society.

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F. C. NOLEN, President.
I. C. HATCH, 142 Hugo St., Secretary.

San Francisco Teachers' Association.

MRS. MARJORIE STUART, Jefferson School, President.
MISS FRANCES A. C. MOONEY, Hawthorne School, Secretary.

San Francisco Teachers' Mutual Aid Society.

NELLIE C. SULLIVAN, 1732 Page St., President.

MISS P. C. LYNCH, 564 4th Ave., Secretary.

San Francisco Teachers' Union No. 61

PAUL J. MOHR, 1449 Willard St., President.
E. E. BUSCH, 1512 Waller St., Secretary.

San Francisco Yerba Buena School Women's Club.

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JEANETTE HILLMAN, 417 Stockton St., Secretary.

Sanger Teachers' Union No. 184.

MRS. IDA H. ROUCK, President.

San Jose High School Women's Club.

CORA RIPLEY, 150 S. 15th St., President.
GRACE WOOD, 153 S. 14th St., Secretary.

San Jose School Women's Club.

ADELINE COYLE, 528 S. 2nd St., President.
OLIVE ZEITZ, 669 S. 10th St., Secretary.

San Mateo Grade Teachers' Association.

ROSE MEEHAN, 25 Highland Ave., Burlingame, President.
WINEFRED BURKE, 324 Griffith St., San Mateo, Secretary.

San Mateo School Women's Club.

MRS. FRANK E. SIM, 218 Elm St., President.
EFFIE E. PAINE, 512 Highland Ave., Secretary.

San Mateo Teachers' Council.

CLARA NORTON, Golden Gate Hotel, President.
WINEFRED BURKE, 324 Griffith Ave., Secretary.

Santa Ana City Teachers' League.

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FRANCIS LAPPUM, Secretary.

Santa Barbara City Teachers' Club.

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WILLIAM K. KIRCHER, 1219 1/2 Mora Villa Ave., Secretary.

Santa Barbara Kindergarten Club.

MISS JEAN SHAW, 1513 1/2 State St., President.
MISS DOROTHY MORTON, 414 Chapala St., Secretary.

Santa Cruz School Women's Club.

VESTA E. HALE, 356 Laurel St., President.
GRACE TEMPLE, High School, Secretary.

Santa Monica Teachers' Association.

F. W. BARNUM, 510 8th St., President.
W. L. MASON, 804 Wilshire Boulevard, Secretary.

Selma Elementary Teachers' Union No. 135.

GRACE MASON, President.

South San Francisco School Women's Club.

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E. LOUISE SHAW, Metropolitan Hotel South San Francisco, Secretary.

Stockton Elementary Teachers' Association.

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MRS. MAY B. WILES, 620 N. Hunter St., Secretary.

Stockton School Women's Club.

MRS. R. B. BALDWIN, 828 N. Madison St., President.
CLARA L. CLUNE, Secretary.

Taft Teachers' Union No. 160.

M. CLARK HARRIS, President.

Vallejo Teachers' Union No. 26.

CHARLES H. PAXTON, 478 Wilson Ave., President.

Visalia Teachers' Association.

ETHEL WALLACE BRYANT, 218-W Acequita St., President.
INEZ CROW, Secretary.

FINANCIAL STATEMENT**California Teachers' Association—Bay Section
July 1, 1920—July 1, 1921****RECEIPTS**

Balance on hand, July 1, 1920.....	\$ 357.56
3940 members at \$0.50.....	1,970.00
Contributing Institutes	2,850.00
Total	\$5,177.56

EXPENDITURES

Bay Section Convention	\$3,242.36
Expense Council Members	832.00
Expenses Office and Officers.....	710.37
Balance on hand, July 1, 1921.....	392.83
Total	\$5,177.56

July 1, 1921—Jan. 1, 1922**RECEIPTS**

Balance on hand July 1, 1921.....	\$ 392.83
1921 memberships written after July 1, 1921.....	2.50
City and County Institutes.....	3,796.50
Total	\$4,191.83
1922 memberships all sent direct to Secretary of Bay Section.	
Total 1921 members.....	3945

EXPENSES

California Council of Education.....	\$ 312.00
Convention	3,713.93
Draft to F. H. Boren, Secretary.....	165.90
Total	\$4,191.83

* Correct
ARTHUR H. CHAMBERLAIN

W. L. GLASCOCK
Secretary.

It is absolutely true that the things in this world worth having are not easily gained. Education, for instance, can only be acquired through persistence and hard work, and it is so desirable that if it could be secured through injection with a hypodermic syringe there are millions who would be delighted to have it, yet they will not put forth the necessary efforts in patient, persistent study to get it. And this furnishes the principal reason for the wide swath which separates the ignorant from the educated, the capable from the incapable. The industrious progress while the idle stand still or retrograde. This may not be pleasant information for the idle and the ignorant, but it has the merit of being truthful. There are so many opportunities for education these days that there is little or no excuse for anyone being really ignorant who is willing to try.—Labor Clarion.



EDUCATIONAL LITERATURE



Silent Reading. By John Anthony O'Brien, Ph. D., Professor in the University of Illinois. The Macmillan Company. Pages 289.

This study in the psychology and pedagogy of reading presents the results of a co-operative scientific investigation conducted under the auspices of the Bureau of Educational Research at the University of Illinois. Specifically, it presents the conclusions arrived at from a searching analysis into the processes involved in silent reading, with particular reference to methods for developing speed.

After recapitulating the results of former investigations and stating the problem to be that of constructing "for the teacher in the classroom, types of training in effective rapid silent reading, based upon the findings of experimental science," the author treats successively of (1) the factors affecting the development of speed in silent reading; (2) their formulation into types of training; (3) the results of the application of such methods; (4) the interpretation of the results; and (5) the effect upon the motor behavior of the eyes. A final chapter gives a summary of conclusions which, without amplification, are: (1) "rate in silent reading may be accelerated to a marked degree by training in rapid silent reading;" (2) "concomitant with the marked increase in speed there resulted a slight improvement in the accuracy of the comprehension"; (3) "short exposure exercises, in which the amount of material exposed is gradually increased, rather than the amount of exposure time being decreased, tend to develop speed in reading." The text is supported by numerous charts, graphs, tables, and plates of remarkable effectiveness. A valuable bibliography, and a list of books for silent reading catalogued by grades, are supplied.

Students of the psychology and pedagogy of reading will find in this volume the latest and most authoritative guide. It is entitled to exert a profound influence through aiding to cement a closer union between scientific investigation and practical classroom procedure.

Our Neighborhood, or Good Citizenship in Rural Communities.—By John F. Smith. The John C. Winston Company. Pages 262. Price 90 cents.

Slowly the public interest is being aroused to the conditions and privileges of the other half (a full half) of our population—those living under rural influences. So much of our literature, our domestic and economic arts, educational propaganda, legislation, expert guidance and invention for creature comforts have been provided for denizens of population centers that other communities have often suffered from neglect and the absence of many helpful services, common enough in cities. Of the same type in subject matter as Dunn's book, but half as large and, in arrangement and method, simple is this book, "Our Neighborhood." It is dis-

tingly rural, in atmosphere and illustration; perhaps all the more useful for the group meant to be reached. It is written by one who knows the life from having been a part of it as a critical but sympathetic observer. The material and the text are such as to be thoroughly intelligible, while stimulating also to the children and parents of the average community removed from the direct influence of city ways and ideals; yet so eminently inspired by good sense, and dependable scientific accuracy, that no smallest school in any agricultural section could fail to profit by its instruction. Teachers will find it a source of suggestion and guidance. To thousands of farmer homes it should open the mind to new avenues of school and home and industrial satisfactions.

The Selection of Textbooks.—By C. R. Maxwell. Houghton Mifflin Company. Pages 135. Price \$1.25.

This is about number 60 in the series of Riverside Educational Monographs. They are classics, each in its own small field. They are not meant to be treatises, but only a presentation of high points in their several fields of study. This one has to do with the textbook as a teaching tool, the bases for the selection of texts, free books, and justifiable standards of selection. Special outlines are given for evaluating texts in more than a dozen high school and elementary subjects.

The "book" has become so exclusively an instrument of school instruction, and the learning of printed lessons continues to be so predominant, and this notwithstanding more modern efforts to get away from rote work, that discrimination among texts as usable and safe becomes increasingly important. A well-known educator has said: "The best textbook of the generation is the union of two elements—a proper knowledge of the subject and a proper knowledge of the mind of the child." Too often, especially in the upper grades and the high school, the first element, only, has been considered. A study by any teacher of this little text of texts will be found profitable.

Housewifery. A Manual and Textbook of Practical Housekeeping.—By Lydia Ray Balderston, A. M. The J. B. Lippincott Company. Pages 353.

Housewifery is one of the Lippincott Home Manual Series. It discusses in a distinctly practical way housewifery as a business, plumbing, heating and lighting, equipment and labor-saving appliances, supplies, furnishings, storage, cleaning, renovation, disinfectants and fumigants and household pests. One wonders if anything has been omitted. There is a comprehensive index that makes a hundred home interests and the items on every page easily available. Nearly 200 figure illustrations accompany the text. For women who do their own work, and

those who supervise house employees, for teachers in rural extension classes, for club women interested in the amelioration of household activities, and for teachers of household courses in school and college, it should be found almost equally helpful. It is a cyclopedia of information upon the one important topic; a ready reference, an authoritative guide, a book for the housekeeper's desk. It quite sustains the high character of the series.

The Gateway to English—By David Cohen, Lecturer on Vocational Guidance, College of the City of New York. Rand, McNally and Company. Pages 360.

This excellent text is intended as an aid in teaching English and the fundamentals of citizenship to those who have come to us from foreign lands. Some of the distinctive classroom means through which the process of Americanism is to be carried out, as developed by the wide experience of the author and set forth in this book, are (1) the introduction of interesting material from the everyday life of the student at the very beginning, and the gradual expansion of this content until it touches upon the larger affairs of larger groups and other peoples; (2) an elimination of the repetition of meaningless words and phrases, and the cultivation of a use of those, only, that carry an import to the student; (3) the combination of vocabulary and language drills in such way as that right habits of use are easily established; and (4) the development of a sense of group responsibility and loyalty to American institutions by presenting numerous selections of patriotic verse, stories bearing upon characters famous in American history, and pictures of our great men. The book, properly used, should produce 100 per cent American citizens much more quickly and effectively than could possibly be accomplished if they were to stay for years (as so many of our immigrants do) in congested centers without definite training under school conditions.

A. J. C.

Drawing From Memory and Mind Picturing—By R. Catterson-Smith, Director of Art Education, Birmingham, England. Sir Isaac Pitman and Sons. Pages 48 and 42 plates.

The author is artist and teacher of many years of experience. The book has been conceived and constructed with the teaching of art in mind. A sharp distinction is made between the two workers. "The artist," he concedes, "may do wonders without a knowledge of how his mind works, but with the teacher it is different. He, I am convinced, must have knowledge of the ways of the mind." While disclaiming any considerable acquaintance with psychology, his treatment reveals a sympathetic insight into the creative instincts of childhood and youth. The purpose is said to be "freeing the creative faculty, instead of suppressing it, or giving it little or no opportunity of asserting itself." The method is indicated in the title,—the use of memory images at every stage of the process. Imagination the author calls "the bed-rock of art," and not the ability to imitate another's art, however accurately done. The capacity to discern the essential elements in the object to

be represented, to complete one's mental image of it, and then to draw from the image, conserves the growth of the creative power, and gives independence. This is given as the method of Whistler and of Hogarth and Da Vinci,—"to store the mind with individual and interesting pictures and to be able to use well what has been stored"; to see clearly, and to combine images, to arouse the faculty of invention, even creation.

Galton, the scientist, magnifies this visualizing faculty, and speaks of it as "used by the best workmen in all technical and artistic occupations," and cites his own experience to show that the faculty may be strengthened by practice. Now it is just this process of intimate and accurate visualizing and its improvement by use, that the author employs as a basis for learning the art of picturing, or drawing. "Always think your design out in your head," the author quotes William Morris as saying, "before you begin to put it on paper." And Shelley, also: "We need the creative faculty to imagine that which we know." Mere copying is depreciated. It may yield a kind of technique, but no vision; a skill but without foundation; a possible sham independence, but not artistic initiative. He covets freedom even with imperfection, as offering chance for something better. It appeals to self-erected ideals, not to borrowed ideas. 40 fine illustrations of work done by pupils are shown, not as works of art, but as products of the fine art faculty growing. To any teacher of art in our high schools the entire book should be illuminating. R. G. B.

Word Finder—By Hubert V. Coryell and Professor Henry W. Holmes. The World Book Company. Pages 150. Price 72 cents.

Here is something really new in spelling books. It has scarcely any of the traditional features of such a text, unless, it may be that the words are presented in a list. It comprises 9000 words in alphabetical order, and comprises, in one column, words of commonest use; and, in a parallel column, the less common ones. Words frequently misspelled appear in boldface type. It is a dictionary for spelling—having neither definitions, derivation, nor pronunciation. It is a thesaurus of words for children. It is pedagogically sound as not requiring the pupil to guess at the spelling. It is a work that many a man of meager literary education would find a convenient hand-book for his desk or reading table. Teachers will find it a time saver.

I pity no man because he has to work. If he is worth his salt, he will work. I envy the man who has a work worth doing and does it well. There never has been devised and there never will be devised, any law which will enable a man to succeed save by the exercise of those qualities which have always been the prerequisites of success, the qualities of hard work, of keen intelligence, of unflinching will.—Theodore Roosevelt.



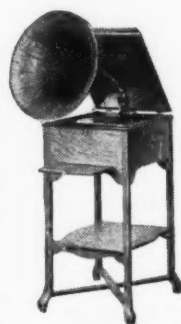
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NOTES AND COMMENT



In addition to the Directory of Professional Educational organizations in California, appearing in this issue, there has been collected, also, information concerning about 180 non-teacher civic and cultural and social societies, which include the promotion of education among their constitutional functions. These include national and state scientific, historical, industrial education, and civic bodies, Parent-Teacher Associations, Women's Clubs, art, industry and literature societies, business, banking and commercial organizations, the Red Cross, etc. It is believed that, as a source of reference to what the general public is doing for schools and education, the compilation will be no less useful to teachers and school officers than the inventory now offered of their own organizations. It is to be regretted that funds are not available to make this information accessible through bulletin form. With increased funds in the Association both this and the Directory of Professional Educational Organizations should and could be issued annually as a bulletin.

In the meantime, the editor takes this occasion to thank all those who have so generously aided in the work, and without whose assistance the results now offered could not have been accomplished. It is dedicated to the teachers of the state with grateful acknowledgments.

Mr. Nicholas Ricciardi, President of the California Polytechnic School at San Luis Obispo, is waging an aggressive and purposeful campaign for an extension of its services. The program is intelligent publicity. All well-informed friends of the school know of its excellent equipment and devoted teachers. To accommodate more youth, students are hereafter to be admitted in the middle of the year, as well as at the Fall opening. The next term begins January 30, and advance registrations are being made. It is a unique institution, being a state special school, open to both boys and girls, from any part of the state, who seek training in agriculture, mechanic arts or household arts. Both educational and vocational guidance are practiced as normal functions of the school, the purpose being "to assist every student to choose the vocation he best fits, and to give him the training necessary to qualify for that vocation." President Ricciardi is by character and training and experience admirably fitted to the responsible position of leadership in such an institution, and the faculty has been selected with great care. In addition to nearly 1000 acres of farm land, the school's equipment includes high-grade stock, nurseries and orchards, carpenter, machine, forge, electrical and auto shops, and its own power plant. No school in the state has more fully justified itself than this California Polytechnic school. The first of February should show a large registration.

The non-teacher concern felt in the education of the young manifests itself in many and fruitful ways. Outside of the more permanent movements, a comparatively new form of interest appears in the periodic "drives" appealing to both the schools and the general public. Children's Book week, and Education week are typical. Now comes National Thrift week to be observed January 17-23. More than 40 civic, commercial and educational societies co-operate in the movement. One thousand cities will participate. The San Francisco program is representative. The program includes: January 17, bank day, the birthday of Benjamin Franklin; January 18, budget day; January 19, life insurance day; January 20, own your own home day; January 21, pay bills promptly day; January 22, share with others day; and January 23, make a will day.

When one studies the dual control of schools (a State Board of Education and a separate Board of Vocational Education), one is convinced of the wisdom of our California officials who gave to the state one board. If vocational education is education, then it should, as in California, be administered by the Education Department.

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THE publishers take pleasure in announcing CARPENTER'S NEW GEOGRAPHICAL READERS. These new books have been brought down to date. They have been freely re-written, and very largely re-illustrated. In addition, study questions and helps have been placed at the end of the several chapters.

Carpenter's books have been widely used for many years. Children everywhere have responded to their charm, making these books more widely read throughout the United States than any other informational books. The re-writing and re-illustrating of the new editions make these books better than ever.

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Carpenter's New North America (In Press)
(For Fifth Grade)

Carpenter's New South America (Ready)
(For Fifth Grade)

Carpenter's New Europe (Practically Ready)
(For Sixth Grade)

Carpenter's New Asia (In Press)
(For Sixth Grade)

The California State Board of Education has recommended the use of geographical readers in middle grades, instead of any First Book in geography. In carrying out this recommendation of the State Board, these new Carpenter books will be found most serviceable. Incoming orders for these books indicate that the school forces of California are thoroughly convinced of the superior merits of the Carpenter books.

Further information concerning these books will be gladly
sent to any teacher or superintendent.

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Say you saw it in the Sierra Educational News

(Continued from Page 14)

tute program. President Clarke suggested that Mr. Olney invite Mr. Woods to take part in the program of the high school principals' convention. The Board expressed appreciation of Mr. Woods' visit and his willingness to assist in this work.

The following resolution was adopted:

"Whereas, The Macmillan Company have submitted to this board a supplemental bid on geographies; therefore, be it

"Resolved, That said supplemental bid of the Macmillan Company for the furnishing of a state textbook in advanced geography in two parts be accepted, with the understanding that the State Board of Education may exercise its option whether to print the books at the State Printing Office or purchase same wholesale at any time during the life of the contract, and with the further understanding that the Macmillan Company furnish a duplicate set of plates in case the printing is done at the State Printing Office."

The following resolution was unanimously adopted:

"Whereas, Careful examination of the textbook fund reveals that after supplying advanced geographies in accordance with the bid from the Macmillan Company, this day accepted, there will not be sufficient funds for the purchase of any additional geography textbooks during the present biennial period.

"Resolved, That all bids for textbooks in geography other than the bid of the Macmillan Company for an advanced geography be and the same are hereby rejected.

"Resolved, Further, That we recommend to all county and city boards of education that in preference to a first book in geography, they prescribe geographical readers for the fourth, fifth and sixth grades.

"Resolved, Further, That we hereby direct the discontinuance of the publication of the present First Book in Geography and Advanced Geography."

The following recommendation of the Commission of Credentials was approved by the Board:

"Any subject of academic type may be added to a special credential upon the fulfillment of the time requirement, as to such academic subject, for the general high school credential; viz: five years beyond the high school, with an allowance for experience of one-half year, or of one full year where the experience has been exceptional."

The Commission of Credentials was authorized to charge a fee of \$1.00 for a duplicate credential to persons whose credential has been lost or destroyed.

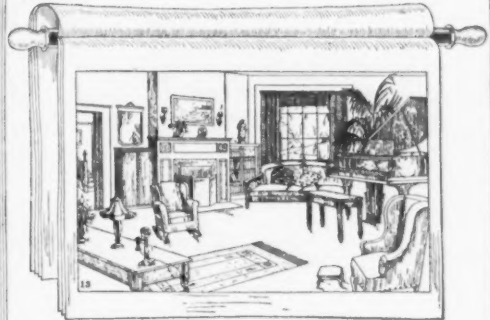
On November 18, the Board adjourned to meet in Sacramento, January 2, 1922.

Respectfully submitted,

WILL C. WOOD,
Executive Secretary.

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Gowin and Wheatley's Occupations

A half-year course in vocational guidance, supplying the broadest kind of information. Price \$1.48.

For The Second Year

Robinson and Breasted's History of Europe: Ancient and Medieval

The new history. An unbroken record of man's progress down to the eve of the French Revolution, emphasizing sharply only those things which have shaped modern civilization. Price \$1.96.

For The Third Year

Robinson and Beard's History of Europe: Our Own Times

History written from a new angle, with a firm belief in the tremendous importance of recent history, and to show how vitally the past influences life today. Price \$1.96.

For The Fourth Year

Muzzey's American History, Revised Edition

A colorful narrative of our nation's growth and development. It puts new life into American history by stressing social and economic factors and by exhibiting a sane, inspiring patriotism. Price \$1.96.

Carver's Elementary Economics

A clear and simple examination of our economic system with a view to augmenting our national well-being through an understanding of the fundamentals on which all national greatness must be built. Price \$1.72.

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Among the Hawaiian teachers, 12 hold Master's or higher degrees; 122 have the bachelor's degree, and 252 are graduates of standard normal schools (two years' professional course following a four-year high school). About 400 are graduates of the Territorial Normal, having something less than a four-year secondary academic course.

Bulletin No. 26 of the Pan-Pacific Union, for December 1921, is out and gives an interesting summary of the proceedings of the Pan-Pacific Press Congress meeting in Honolulu, October 21. Among the resolutions adopted were the following: to act as an agency for the dissemination of accurate information about the peoples of the Pacific and their problems; to investigate the feasibility of an international interchange of journalists; to consider the plan for a Pan-Pacific School of Journalism; and to collect and interchange films and pictures that portray accurately the life of the people. However, it may be named, the Pan-Pacific Press Conference is a great educational agency.

"To bring together the world of Business and Education is the problem of the next ten years," says the Rt. Hon. H. A. L. Fisher, M. P., President of the English Board of Education.

Of course English people and those of the United States speak the same language. But when an English guest at a hotel asked for gum when he wished mucilage and made a request for "several nibs" when he meant pen points, one is reminded that languages suffer change.

Five million boys and girls of school ages are not in any school in this country of universally free education, and every thoughtful teacher must wonder what is to be done about it. Twelve years of schooling are offered of approximately eight months each; while the use made of the privilege aggregates about 50 months. If the offer is nation-wide the schooling is not—more's the pity.

San Francisco has 40 public school kindergartens, and an additional 15 maintained by the Golden Gate Kindergarten Association. Of the 40 public kindergartens, 34 were originally established and for years maintained, by the same private enterprise.

While the National Society for Vocational Education has no organized branch in California, there is individual and institutional representation in the state. Members of the General Council include R. J. Leonard of the University of California, J. B. Lillard and Maude I. Murchie of the State Department, Sacramento; and among the vice-presidents is Benjamin W. Johnson, Supervisor of Trade and Industrial classes for teachers, Berkeley. At the coming meeting of the society at Kansas City, J. C. Beswick, Trade Supervisor of Trade and Industrial Instruction, will speak on "The Development of Pre-vocational and Trade Work in the Junior High Schools of California."

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The **Berkeley Monographs** on the Course of Study prepared by a committee of teachers and principals and approved by the Education Department, now includes outlines and directions for use in Arithmetic, Penmanship, Nature Study, Home Economics, and an introductory statement by Superintendent H. B. Wilson on the "Course of Study in the Work of the Modern School." The series, when completed, will make a valuable contribution to our knowledge of the function and contents of such curriculum.

With an exception of the negro belt, and Kentucky and Tennessee, illiteracy is largely, if not mainly, a problem of the foreign populations, which magnifies the importance of language and civic work in the process of Americanization. In 45 states, illiteracy is shown to be uniformly greater in rural than urban districts; which calls loudly for a campaign to equalize educational opportunities between the two types of communities.

By no other city in the country, probably, than Cleveland, is more or more intelligent effort being made to keep the local public and the staff of teachers informed as to the functions and work of their particular system of schools. About 30 monographs have been published by the Board of Education, ranging from medical inspection to ethics of the teaching profession. The list of titles is too long to be used here; but an accompanying note says, "persons desiring monographs should address Director of Publications, Board of Education, Cleveland, Ohio."

The Iowa Association of English Teachers has compiled a list of reading suitable for junior high schools. This is a peculiarly difficult period in youth when there is no longer the same hunger for information nor yet the idealism of adolescence. The work is a welcome service.

Teachers should know of the several experiments being made in a number of states with what is variously called the "work-study-play plan," the "platoon school," the "duplicate or alternating school." The now somewhat famous McKelvy School in Pittsburgh, built to house 700 pupils, has for years accommodated an average of 1200. The Birmingham, Alabama, plan is said to just about double the possible enrollment. So of the alternating schools in Newark, and in Detroit. Such an arrangement provides for work, play and lesson learning as equal educational means, giving variety of exercises, an easily socialized curriculum, a more flexible form of organization, and all at less cost. It entails considerable change in daily programs and the standpatter among teachers will easily find objections to it as interfering with the easy-going traditional schedule. But the work-study-play plan is pedagogically sound and, where it is best known among principals, teachers, pupils and parents it is very generally endorsed. It will pay our own teachers to examine it.

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In 39 cities of 24 states, special reduced street car fares are granted to school children. In California, Pasadena and San Francisco belong to this group. The percentage paid in regular fares ranges from 30¼ per cent in Rockford, Illinois, to 83¼ per cent in Sioux City, Iowa, and Madison, Wisconsin. Seventeen cities make the school fares just half the regular fares. Eleven cities give rates less than one-half.

Upon the promotion of D. B. Martin to the Superintendency of Alameda County, J. W. McClymonds has been appointed deputy in the county office. Mr. McClymonds was for many years Superintendent of the Oakland city schools.

Of the campaign for a Department of Education in the Federal Government, the School Board Journal has this to say: "The government may ignore agitators and self-constituted champions, but it will heed public sentiment that is soundly based and authoritatively voiced."

Approximately every fourth person, man, woman and child, in Los Angeles, is a registered patron of the public library. It is said that but five public libraries in the United States circulate more books than this one. The record is, of course, in addition to the circulation of books through county and school libraries, which is many thousands. To all this should be added the use of hundreds of private and association collections.

It is surprising the number of articles in educational journals noting and commending the helpful work undertaken and accomplished by the 300,000 members of the Parent-Teacher Associations scattered throughout the states. Almost every possible phase of extra school service has been brought under co-operative consideration. State Superintendent Will C. Wood's commendation is quite justified: "Our P. T. A.'s are little democracies devoted to community improvement and especially to the advancement of the interests of boys and girls." Reports show that California leads among all the states in membership of Parent-Teacher Associations. Its rolls show more than 250,000 and the increase is continuing.

Great interest has been manifested in the prizes given to the winners of the essay composition contest by the Myself-Rollins Bank Note Co. The subject of the essay was "California." The prizes were won by the Denman School, the Fairmont School, the High School of Commerce, the Girls High School, and Lowell High. The prize in each case consisted of a picture, selected by the school, hung in the class room of the pupil winning the prize. The purpose of W. C. Myself in presenting the pictures was to promote local patriotism, to interest the pupils in local industries and conditions, and to encourage a healthy school spirit by friendly competition. The quick response of the schools and the keen interest in the essays is proof that this purpose was accomplished.



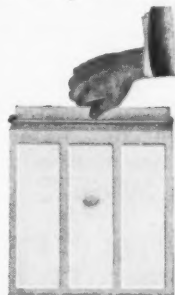
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The 8000 or more American residents in China are moving for adequate school facilities for their nearly 200 children. Of the \$200,000 needed, the Rockefeller Foundation offers \$40,000. The Bureau of Foreign and Domestic Commerce has been appealed to for aid in placing the matter before the people. The Foreign Trade Club of San Francisco is encouraging the movement.

Say you saw it in the Sierra Educational News

Part-time Education is the title of Bulletin No. 5, 1921, U. S. Bureau of Education, recently issued, being a report of an N. E. A. committee on "The Reorganization of Secondary Education." A dozen bulletins have been issued by the committee on various aspects of the problem since 1915. They may be had at from five to ten cents each, by applying to the Superintendent of Documents, Washington, D. C. Teachers of civics and social studies, English, music, physical education, business education, mathematics, agriculture and science, will all find here discussions of value for their several specialties. This latest report on Part-time Education is a careful and detailed analysis of the problem, emphasizing the need of "technical instruction being balanced by a training for broader and better citizenship."

In a recent series of articles on the better selection of prospective teachers, by Frank M. Rich, in the School Board Journal, it is suggested that the search for promising teacher material must be begun earlier than the normal school. How may the natural qualities of personality be discovered? "One effective recruiting agency," he concludes, "is the advisor of students in high school and college." Another attractive field of investigation, he finds, "among boy and girl scout leaders, social workers." Both suggestions deserve consideration.

The Kiwanis Club International has, in its service, become one of the important educational agencies. Although organized in Detroit a half dozen years ago, it has now about 600 member clubs, more than one-fourth of them in the fifteen southern states. In California eleven cities have such organizations. It is an organization of representative business men, composed of not more than two from each local trade or profession, and whose purpose is "the promotion of human betterment, through the co-operation of all for the benefit of all and the daily practice of high ideals and the finer, higher purposes." Here and there it has initiated, or given assistance to playgrounds and their proper supervision, community singing, boys' clubs and Boy Scouts, school building programs, etc., and everywhere co-operated with Boards of Education and other school officers. It is educational and constructive.

Innumerable associations have been formed for the promotion of school or teacher interests, or are forming. It is impossible to keep track of them all. Like newspaper and other periodical publications, many of them survive but a short time. A new one has just come to the editor's notice, the "Progressive Education Association." It is honorably sponsored by such well-known men as Dr. Charles W. Eliot, of Harvard University; H. G. Wells, England; Mr. Angelo Patri, New York City; William T. Johnson, San Diego, etc. Its work appears to be done mainly through the circulation of bulletins. Number 4, at hand, is on character building. The executive secretary is Miss Gertrude S. Ayers, 1719 35th St., New York.

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Many schools organized as Junior Red Cross Auxiliaries, are carrying on post card or letter correspondence with children in several foreign countries. Between Italy, France, Greece, Poland and Czecho-Slovakia and the United States, thousands of letters and picture postcards are passing; and it is inevitable that another generation of these children, grown to adults, will feel toward each other not as many adults of these lands feel now. "The methods by which these objects are being promoted—the work is of course capable of enormous development and will take time to mature—are very practical, and yet inspired by an imaginative vision. The children in the United States belonging to the Junior Red Cross are taught as much as possible, and in the most interesting way possible, about the customs, manners, and social ways of the children whom their money and work are assisting in the countries of Europe. They receive stories and pictures of work done with Junior Red Cross funds and of European school scenes generally. Articles made by European school children are sent for exhibition, and for use as prizes in America. Maps and charts will be prepared, useful in the teaching of European history, geography, and other subjects. Mr. Lane, the European director, is keen to prepare and distribute collections of the best school music

of many countries, with phonograph records when possible, and to compile directions for games and folk dances of any peoples. It is also intended to make lists of books and stories about European children which will excite the interest and command the respect of American children."

It is officially announced that the colored race in the South owns more than 20 million acres of land and an aggregate of all kinds of property values estimated at one and a quarter billions. It seems almost incredible that, in 50 years, members of a so recently enslaved race could have made such material progress. Its implications are quite as astonishing. It is not in itself civilization, certainly not the whole of civilization, but it marks a tendency toward stable life and the possession of a sense of self-respect and intelligent foresight that are the index of mental progress, too. But it means, also, a call for the means and forms of far more education than is now available. The big and insistent problem of the South is not cotton or factories or diversified industries, but the habilitation of the negro and the mountain white with all the education all or any of them can take.

Say you saw it in the Sierra Educational News

Before the Kansas State Teachers' Association, in session at Salina, Hon. Will C. Wood made an address on "What the Public Schools Have Accomplished," and no educational officer is better fitted by acquaintance with his subject and the mastery of expression, to give it an effective utterance. Before the Washington State Education Association, at Bellingham, Supt. Mark Keppel appeared as speaker.

As bearing upon the often mooted question of the advantage of the teachers' profession, it is of interest to note that Dr. Edward Robeson Taylor, former mayor of San Francisco, physician, lawyer, poet and educator, says that, if he had his life to live over, he would be a teacher, with the writing of poetry as an avocation.

The growth of the Monterey County Free Library since its organization in 1914 is typical of many others. From a total of 1914 books it reports now 31,976; from 11 branches to 93; from 541 borrowers to 6805; and from an annual expense of \$3402 to \$15,016. The opportunity of lasting service to the population is scarcely exceeded by the public schools, even.

In recent state legislatures the movement has been general to raise the status of normal schools. In California in the west, Minnesota in the middle west, and Rhode Island in New England, not to mention other states, normal schools have been erected into teachers' colleges. In general, the only opposition to the change has been from the traditional Colleges.

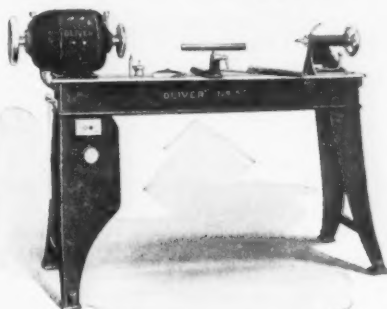
For the first time, last year the Thorndike College Entrance Test was given to students at the State University, by Dr. J. V. Breitwieser. There were many who received grades of 80 or above out of a possible 153, permitting them to remain in college. Graduate students, at the same time, won scores of 85.5, with 56 representatives. Some of these might fail on the Edison test, but the high grade of general intelligence shown must be gratifying to the institution as well as the students.

In the awards made at the recent California State Fair, of 40 students of the University of California, four won first prizes in stock judging and three second prizes. Byron H. Thomas won the cup for "high man" in the contest.

The Los Angeles Polytechnic Evening High School has an attendance of 8500, who have choice of 100 courses in arts, crafts and science, from "welding to American literature and the masterpieces of English poetry."

It is estimated there are more than 13,000 night schools in the United States, with a total enrollment of nearly 2,000,000 students. The majority of these are adults, or at least beyond the elementary school age, and most of them foreigners, or the children of recent immigrants.

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A recent publication of the Kindergarten Union gives a list of books for the children's own library shelf. They are included here for the guidance of many teachers who should bring them to the attention of the parents, as well. In this day of free books for study, it becomes more than ever necessary that the homes should be encouraged to build libraries, especially for their children as part of the regular household furnishing. They are life-shaping influences, for both happiness and future moral safety. Here is the list recommended:

Books Suggested for the Children's Library Shelf

- The Bible.
 Bible Stories to Read and Tell, edited by Frances J. Olcott. Houghton, Mifflin & Co., N. Y.
 Mother Goose, illustrated by Jessie Wilcox Smith. Dodd Mead & Co., New York.
 Mother Goose, illustrated by E. Boyd Smith.
 Under the Window, illustrated by Kate Greenaway.
 Marigold Garden, illustrated by Kate Greenaway. Frederick Warne & Co., London and New York.
 Little Songs of Long Ago, illustrated by Willebeck Le Maire.
 Our Old Nursery Rhymes, illustrated by Willebeck Le Maire. Published by McKay, Philadelphia.
 The Children's Aesop, illustrated by Milo Winter. Rand, McNally & Co., Chicago and New York.
 Baby's Own Aesop, illustrated by Walter Crane. Frederick Warne & Co., New York.
 The Nonsense Books, Edward Lear, illustrated by Author. Frederick Warne & Co., New York.
 Alice in Wonderland, Lewis Carroll, illustrated by John Tenniel. Geo. W. Jacobs, Philadelphia. (Washington Square Classics.)
 Grimm's Fairy Tales, illustrated by Hope Dunlap. Rand, McNally & Co., Chicago and New York.
 Hans Andersen's Fairy Tales, illustrated by W. Heath Robinson. Henry Holt & Co., New York.
 Tanglewood Tales, Nathaniel Hawthorne, illustrated by Milo Winter.
 A Wonder Book, Nathaniel Hawthorne, illustrated by Milo Winter. Rand, McNally & Co., Chicago and New York.
 The Boys' King Arthur, edited by Sidney Lanier, illustrated by N. C. Wyeth. Chas. Scribner's Sons, New York.
 The Story of King Arthur and his Knights by Howard Pyle, illustrated by Author. Chas. Scribner's Sons, New York.
 A Child's Garden of Verses, Robert Louis Stevenson, illustrated by Jessie Wilcox Smith. Chas. Scribner's Sons, New York.
 Poems of Childhood, by Eugene Field, illustrated by Maxfield Parrish. Chas. Scribner's Sons, New York.

In the Educational Review for June, 1921, was presented a comprehensive discussion of Vocational Guidance, that will be found valuable for study now, and later for reference. Its relation to education, its aims and methods, and its application to college women are all considered.

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At the famous university, Valparaiso, Indiana, good board and room for a student may be had at \$5.00 to \$6.00 a week. How do they do it? Almost any one of the 5000 students would be able to tell you. Among the graduates are S. S. McClure and Judge Frank P. Sadler.

It is said that half of the school population of the United States is yet being educated in the one-room and two-room buildings of the ancient district pattern. Consolidation and concert of effort make, apparently, little headway.

"Two-thirds of the world's population," says Alexander Hume Ford, secretary-director of the Pan-Pacific Union, "live adjacent to Pacific lands"; and he adds, "education alone will bind together the millions of their people." Their natural resources are incalculable. Java, a Dutch possession for a hundred years, had then a population of 6,000,000, but now, though little larger than some California counties, supports 36,000,000. An improved system of industry, especially agriculture, has accomplished the result. The Pacific environs need education, on both sides of the big sea.

Dr. Guan Beh Tsai, President of the Chinese National University in Peking, has been studying European and American University systems, and was recently in California. He is versatile and has had a rich experience as college professor, editor, Chinese Minister of Education and magazine writer. He predicts such an educational awakening in China as justifies, in his judgment, characterizing the period as the "Renaissance of the Orient."

Under the inspiring influence of Julia Bracken Wendt, the sculptor, there has been organized in Los Angeles an anti-vandalism society of boys, called the Civic Guard. It has its rooting in the old Greek ceremony of inducting the Athenian youth into manhood, and like that, in admission to the Guard, the boys take a similar oath, as follows:

"I promise upon my honor not to destroy or deface works of art or public or private property.

"To protect living things.

"To strive to quicken the public sense of civic duty and to transmit my country, not less, but more beautiful than it was transmitted to me."

"One of the difficulties of our day," says Rabbi Meyer, "is the hurry with which we compel our young folks to choose their life's work. It is well known that many of our greatest men showed no particular aptitude for their vocation till late in life. If we could only afford to wait! But we start them before they really know themselves or the possibilities of the world's work.

"This has partly been caused by the modern drift in education and has also forced modern education into its present uncertain condition."

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When it comes to buying a product like school paper, for example, there is nothing that can advise us so wisely as our own experience. It has been said that Bank Stock is good for the eyes. How do we know it is? you ask.

Did you ever hold up one of those Bank Stock test cards that are given to teachers to the light and look first at the ordinary paper and then at Bank Stock? The effect of the first is the same as if you were sewing on white goods in the sunlight. It seems to resist the sight and when you look away, you are conscious of relief. With Bank Stock, you seem to look into the paper and not at it. There is no more strain than in looking into shaded, transparent water. When you have brought to Bank Stock the test of experience, you know it's good for the eyes.

I'll be glad to send you any time enough test cards for all the pupils in your class, so that they too may see why Bank Stock is good for the eyes. Just tell me how many you want and I will send them to you at once. No trouble at all—glad to do it.

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**Who will pay your doctor, your nurse
and your board bill when you are sick?**

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As a result of an apparently authoritative study of the matter, it is estimated that not less than 20 per cent of all the teachers of the nation were registered in the recent summer courses. As indicating the extent to which teachers in employment carry on their studies, it must be remembered that leaves of absence for advanced study are not infrequent, at least; and thousands enroll in extension courses of normal schools and universities, often working for collegiate degrees. The teacher of whatever age and experience, is joining the class of learners, to the much benefit of both instructor and pupil.

In a recently revised edition of a Sage Foundation monograph on "Sources of Information on Play and Recreation," there are more than 600 entries. Games, Sports, Physical Education, Dramatics, Social Centers, Boys' and Girls' Clubs, Camping, Rural Recreation, Gardens, Baths, etc., are given attention in this reference list of information. It should serve as a table manual of reference for any teacher concerned in such exercises.

It is estimated that there are over 12,000 foreign students in the schools and colleges and universities of the United States; another influence for international amity.

In no part of the United States, so far as known, are the citizens better organized for state-wide furtherance of school interests than

in Virginia. The Co-operative Association of Virginia was organized fifteen years ago and has a record of continuous and effective service. There are more than 1000 local leagues with a membership approaching 50,000. It is the business of this association "to co-operate in every progressive movement that has for its purpose the betterment of the schools and the amelioration of society." It represents a unified effort throughout an entire commonwealth and shows, in its results, the benefits of compact organization.

A librarian recently observed that the number of newspaper editorials and magazine articles devoted to the subject of education has increased ten fold in the last five years.

Wisconsin, thanks to permissive legislation, may now, upon petition of parents, have kindergartens, at district expense. It seems a trifle strange that a state so forward in many educational ways, and in which, through Mrs. Carl Schurz, was opened probably the first real kindergarten in the United States, should have been so backward in adopting the work as a part of its system.

In the National School Digest, Thomas A. Edison reacts with vigor upon criticisms of the "Edison Test," so widely exploited in the papers, but recently. The statement is worth reading. It is a rich combination of what seems to be sophistry and good sense. In the same journal is a symposium on "Are Public Schools Fulfilling Their Mission?"

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The Winston Readers, published by the John C. Winston Co., have just been adopted for exclusive basal use in Chicago. The adoption was for a period of five years. This is one of the largest city adoptions in the nation.

Dr. Newell Dwight Hillis suggests that the United States government, the schools and the film-makers co-operate on a program for teaching good citizenship and fighting anarchy through the medium of moving pictures. There are millions of aliens who can not intelligently read or speak our language, and who never will learn to think in English. To them the pictures are an open book. Prepare civic films.

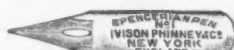
There has recently been issued by the World Book Company a book on "Problems in Political Geography," bearing the title "The New World," by Dr. Isalah Bowman, Director of the American Geographical Society of New York. It is noted here as a monumental piece of after-the-war literature, showing the geographical relations and re-alignment of the nations. It is anthropology, history, national politics and geography, all in 600 pages of intensely interesting description. A review of the work will appear later.

Perhaps no man in this country is better fitted to speak with authority upon the biological and physiological foundations of mental ability than Dr. W. H. Burnham of Clark University. In a recent consideration of "Sex Differences in Mental Ability," he has reached and formulated some very positive conclusions on the subject, as follows: that neither does a study of the brains nor psychological investigations give any satisfactory evidence of significant differences of the sexes; neither do tests of ability to do different kinds of work, or a study of the products of human effort show marked sex differences, nor susceptibility to fatigue. There are, he affirms, differences as regards immunity from diseases, and in the expression of the social instincts, the emotional life, suggestibility, etc., most of even these, perhaps, due to the different early education of the two sexes.

In the September issue of the Journal of Geography appears the last of a series of articles critically describing a survey of the status of geography, curriculum and teaching, in the Normal Schools of the United States. In November, 1919, and September, 1920, respectively, the characterizations of the Far West and the Middle West. For each school, the total number of both required and elective courses is shown, and the amount of time given to the study. Rarely more than one teacher is assigned to the work. At the end of the final article in this September 1921 number follows a paragraph of comparisons, yielding a brief classification of schools on the basis of the best all-around work in geography. Of the five "best" schools for this work, on the Pacific Coast, California is credited with three.

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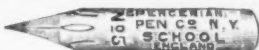
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Coming educational meetings:

- N. E. A., Boston, July 3-9, 1922.
 Department of Superintendence, Chicago, February 27-March 4.
 C. T. A., Central Section, Fresno, March 13-14-15.
 California High School Principals' Convention, Hotel Green, Pasadena, week of April 10.

A complete adoption of Palmer Method Writing and Spelling books was recently made in the School of the American Mission, Alexandria, Egypt. It is interesting to find modern methods of teaching writing and spelling being introduced into this classical city.

Teachers, no less than the American public generally, are interested in the continued amicable relations between the United States and Canada. The following news item increases confidence: "Where the new Pacific Highway crosses the Canadian border at Blaine, Washington, a gateway is being erected to commemorate one hundred years without fortifications or armies along the 3000 miles of international boundary. Inscribed over the doorways are the legends, "Open for 100 Years" and "May These Doors Never Be Closed."

Rural education in New York State is to have a survey by a commission of twenty-one, comprising representatives from the Grange, the Farm Bureaus, the Home Bureaus, Dairymen's League, the College of Agriculture, the State Department of Education and the State Teachers' Association. Mention has been made in these columns of a similar survey to be made in Indiana.

In Constantinople there has been since 1871 what is known as the American School for Girls. For 20 years it was conducted as a missionary school. Since 1890 it has enjoyed the organization and management of a general woman's college. Miss Marjorie Cook, until June, 1921, a member of the medical bacteriological faculty of the University of California, has left for Constantinople where she becomes head of the newly established medical department of the school.

There are approximately 800,000 teachers in the public and private schools and institutions of the United States. But the combined circulation of all the educational journals and magazines does not exceed 600,000 copies. How many California teachers are among the other 200,000?

Dr. E. J. Lickley, long the Director of Compulsory Education for the City of Los Angeles, has been made an Assistant Superintendent of that city. The salary is \$4200. Los Angeles has now five assistants to the Superintendent. Mr. Lickley has been connected with the schools of the southern city for 18 years.

In Wisconsin labor permits for children 14 to 17 years of age must be secured from the State Industrial Commission. And most towns in the State provide vocational schools or classes in which part-time attendance of all employed children between those ages is compulsory.

The Principal of the Cora L. Williams Institute, Berkeley, thus formulates her method: the limiting of classes to small groups; the close contacting of mature with immature minds; awakening of the creative imagination and giving it expression; teaching the art first and giving the technique only as needed; the response of the organism as a whole, not the development of special faculties; a sense of companionship and mutual understanding between teacher and pupil; the historical treatment as opposed to the memorizing of facts; inducing a scientific attitude of mind instead of demanding acceptance of dogmatic assertion; and cultivating a sense of our human interdependence.

In a recent number of the Journal of Education was a sketch of the origin and growth of the Junior College in the United States. The name is credited to W. R. Harper, 1896. Preceded by a campaign under the leadership of Dr. Alexis F. Lange, in the State of California, the next year, 1907. There are now more than 200 Junior Colleges in the United States, and they and the Junior High School are rapidly growing in favor.

The Truth About Beet Sugar

Beet sugar is widely recognized as the equal of any sugar in sweetening power, in food value and dietetic effect, for making jellies, for table use and for every other purpose.

Dr. Harvey W. Wiley, formerly of Good Housekeeping Magazine, says that chemists cannot distinguish the difference in sugars—neither can housewives—because there is no difference.

The splendid results obtained from beet sugar in canning and jelly-making are shown by tests made by the University of California. After two years the jelly was examined and "in each case found to be as clear as jelly can be."

Many manufacturers of high class food products use beet sugar. One of the best known preservers of California fruit says: "We have used beet sugar in our fruit department almost exclusively and we put up as fine goods as are made."

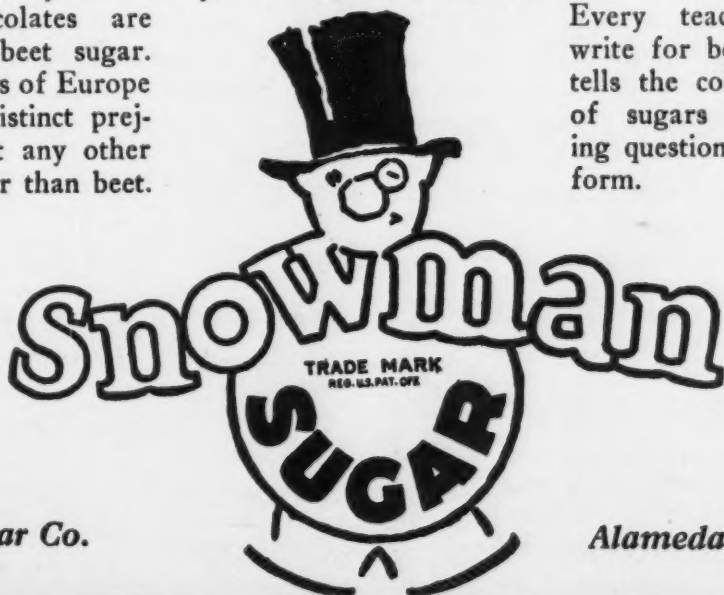
The fine French pastries and confections, English jams and jellies and Italian chocolates are made with beet sugar. In many parts of Europe there is a distinct prejudice against any other kind of sugar than beet.

Beet sugar was chosen by the Domestic Science Department of the San Francisco Public Schools for demonstration work at the recent California Industries Exposition.

Leading dietitians, physicians, domestic science experts, chefs, the United States Government, Universities and other authorities unite in recommending beet sugar for every use. You can do your share in upbuilding this great California industry by disseminating the facts about beet sugar among your pupils and their parents.

In order to make it easy to identify the best beet sugar a name and trademark as shown below have been devised. Snowman Sugar is a standard of highest quality among sugars, being pure white, finely granulated and quick dissolving. It is made of fresh white sugar beets only—the product of a great California industry. Sold by grocers in 2, 5 and 10 pound paper bags showing the Snowman trademark.

Every teacher should write for booklet which tells the complete story of sugars in interesting question and answer form.



Union Sugar Co.

Alameda Sugar Co.



1, 1922.

To Superintendents and Supervisors of
Manual Training and All Interested in
Industrial and Vocational Education:

A Happy New Year To You

That more industrial and vocational work is needed in the schools was one of the lessons of the late war. And the nation is learning that lesson rapidly. Rare is the city, village, or school that is not giving courses that will help students to "find" themselves in selecting their life work.

Your work, whether educational, pre-vocational or distinctively vocational, is of first importance. The training you are giving all the way from "The Hub" to the Golden Gate means a stronger, happier, more prosperous nation. During the coming year we hope to add our "mite" in helping to solve your many problems. Do not hesitate at any time to write us about your troubles, or your plans. Our experience is always at your service.

During the year through the columns of the "Sierra Educational News" we shall submit a series of real "Service Pages," all bearing on your work. Some will be outline lessons for possible class use. One or two will speak of ourselves in connection with education. All will deal (and we trust helpfully) with the many phases of your great work.

And again a Happy and a Prosperous New Year to you and yours.

Cordially,

HENRY DISSTON & SONS, Inc.,
Philadelphia, Pennsylvania.

*The Disston Announcement in
February will contain an out-
line lesson on "How Saws Are
Made."*